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ABSTRACT

This book discusses tricks for answering questions on the Law School Admission Test (LSAT). The tricks are based on an analysis of 12 editions of the LSAT which have been made public pursuant to New York's Truth in Testing Law. Sample LSAT questions published by the Law School Admission Council are referenced to exemplify the tricks' applications on actual LSAT items. Topics in this book include: (1) a description of the test development process that is involved in compiling an actual LSAT; (2) a detailed analysis of the structure of each section of the LSAT; (3) an analysis of answer options; (4) a description of tricks for answering specific types of items; and (5) examples of the tricks from published materials and commentary on the tricks. Each trick is accompanied by a frequency breakdown, which provides specific data about the trick's effectiveness on 12 previously disclosed editions of the LSAT. There is a special chapter on test bias which focuses on bias against minorities, women, and low income applicants. Suggestions for avoiding test bias are offered, with examples from published materials. (KA)

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THE LSAT EXPOSED:

TRICKS FROM 12 LSATs

by David M. White

2ND EDITION

Testing for the Public

Berkeley, California

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TESTING FOR THE PUBLIC
1308 Peralta
Berkeley, California 94702

Testing for the Public

Announces the Publication of

THE GMAT EXPOSED: TRICKS FROM 20 GMATs

by David M. White

This book makes public, for the first time, Tricks for answering questions on the Graduate Management Admission Test. The Tricks are based on an analysis of twenty editions of the GMAT which have been made public pursuant to New York's Truth in Testing Law. Sample GMAT questions published by the Graduate Management Admission Council are referenced to exemplify the Tricks' applications on actual GMAT questions. (108 pp.)

Topics included in this book include:

A description of the test development process that is involved in compiling an actual GMAT.

A detailed analysis of each section of the GMAT. This analysis includes a description of the structure of the section, an analysis of answer options, a description of Tricks for answering specific types of questions, examples of the Tricks from published materials, and commentary on the Tricks.

Each Trick is accompanied by a Frequency Breakdown, which provides specific data about the Trick's effectiveness on 20 previously disclosed editions of the GMAT.

A special chapter on Test Bias—with particular focus on test bias against minorities, women, and low income applicants. Suggestions for avoiding test bias are offered, with examples from published materials.

TESTING FOR THE PUBLIC is a nonprofit educational research organization incorporated under the Public Benefit Corporation Law of California.

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ABOUT TESTING FOR THE PUBLIC

TESTING FOR THE PUBLIC is a nonprofit educational research organization. It was incorporated under the Nonprofit Public Benefit Corporation Law of California on April 16, 1985.

TESTING FOR THE PUBLIC was organized to conduct research to evaluate educational measurement instruments, particularly standardized educational tests, through studies, conferences, and publications.

TESTING FOR THE PUBLIC will conduct its research in such a manner as to be of educational value to individuals, by improving their skills and reducing their anxieties while taking such tests, and to the general public, by improving its understanding and appreciation of the strengths and weaknesses of standardized testing.

TESTING FOR THE PUBLIC was founded with particular concern for the interaction of standardized tests with low income students, female students, and students from minority groups. Its research will focus particularly on these groups. The costs for its publications are designed to be widely accessible to economically disadvantaged individuals and to a wide segment of the public.

ACKNOWLEDGMENTS

I am deeply indebted to a number of individuals for their encouragement and support during the preparation of this book. A few people deserve a special thanks for their contributions.

William Taylor and Amy Morton, the Secretary and Treasurer of TESTING FOR THE PUBLIC, have generously donated their time and expertise to the direction of this project. Marci Rubin and Paul Knier donated the use of the word processing system on which this book was produced. Reynold Brown designed the advertising which announced the publication of this book. Allan Nairn, David Owen, John Katzman, and Adam Robinson offered suggestions for some of the Tricks disclosed in this book. Finally, my brothers Kevin and Gregory have given me a variety of support and encouragement during the three years that elapsed since this book was simply an idea.

Support for the publication of this book has been made possible through a general grant to TESTING FOR THE PUBLIC from the Golden Rule Insurance Company of Indianapolis, Indiana.

PROJECT ANSWER SHEET

TESTING FOR THE PUBLIC is continuing its research into the Law School Admission Test. Some of this research depends upon an analysis of actual answer sheets from test applicants.

You, the reader, are the only source for these answer sheets. You will be sent your answer sheet along with a copy of the LSAT that you took.

Please send a copy of your answer sheet to TESTING FOR THE PUBLIC. It will be included in confidential research conducted about the LSAT.

When you send your answer sheet, **ELIMINATE ALL PERSONAL IDENTIFYING INFORMATION** from your answer sheet.

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SOCIAL SECURITY NUMBER
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If you accidentally forward this information, it will be **immediately eliminated** by TESTING FOR THE PUBLIC so that your anonymity will be preserved.

In order to conduct research, TESTING FOR THE PUBLIC **Needs the following information:**

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When you forward your answer sheet, you should also include:

1) Any LSAT question you found to be **incorrectly credited,**

2) **Suggestions for possible** Tricks on the LSAT that you would like to see TESTING FOR THE PUBLIC investigate.

Please send all answer sheets to:

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THANK YOU for assisting TESTING FOR THE PUBLIC in its research!

TABLE OF CONTENTS

ORDER FORM FOR THE GMAT EXPOSED: TRICKS FROM 28 GMATS

ABOUT TESTING FOR THE PUBLIC

PROJECT ANSWER SHEET

ACKNOWLEDGMENTS

TABLE OF CONTENTS

1. HOW TO USE THIS BOOK. 1

2. TEST DEVELOPMENT 7

3. FACTS, DISPUTE, RULES & QUESTIONS 13

4. GAMES. 33

5. READING COMPREHENSION 55

6. LOGICAL REASONING 80

7. WRITING SAMPLE 102

8. TEST BIAS 105

CHAPTER 1. HOW TO USE THIS BOOK

HOW TO GET ACTUAL FORMS OF THE LSAT.

This book contains no LSAT questions. It refers to sample questions provided in official published materials.

You should **immediately** order the following publications from the Law School Admission Services, if you do not already have a copy:

1) **1985-86 LSAT/LSDAS Registration Packet.** Available from individual law schools or from:

Law School Admission Services
Box 2000
Newtown, PA 18940-0998
or call: (215) 968-1001

2) **The Official LSAT Sample Test Book.** This book contains three full-length LSATs and six sections from other LSATs. It is specificaly referenced after each chapter of this book.

The full-length LSATs in this book are:

December 1982
October 1983
June 1984

Sections of the following tests are included:

June 1982
October 1982
December 1983

This is available only from the Law School Admission Services for $14.00 pre-paid. The check or money order should be payable to LSAS and sent to:

LSAC/LSAS Publications
Order Department F
Box 2000
Newtown, PA 18940-0998

3) **The June 1982 LSAT.** This is the first version of the "new" LSAT scored on the 10-48 scale. It used to be sold as part of **The Law Package**. It is referenced after each chapter in this book.

Each released form of the LSAT is available for $5.00 pre-paid. The check or money order should be payable to LSAS and sent to:

LSAC/LSAS
Box 2000
Department S
Newtown, PA 18940-0998

B. HOW THIS BOOK IS ORGANIZED.

This book contains chapters on TEST DEVELOPMENT and TEST BIAS which apply to the entire LSAT. Although they are placed before and after the chapters on individual LSAT sections, you should read these chapters regardless of how many other chapters you read.

You should read the chapter on TEST DEVELOPMENT first. This chapter will give you an understanding of how the LSAT is developed. Later chapters will use this understanding to help you beat the LSAT.

The chapter on TEST BIAS includes commentary and examples for individual sections of the LSAT. You may want to read the relevant portions of the TEST BIAS chapter after you read the chapter about each individual section.

Each chapter about individual sections of the LSAT has a set format. You will be provided with the following information:

TIMING RULE. You will be given an easy to remember schedule for each section, so that you will be able to allocate your time wisely.

A. THE STRUCTURE OF THE SECTION. You will be given a brief outline of the structure of each section. This is meant to be a supplement to the information given in the LSAC/LSAS publications. If you have questions about the structure that are not answered in this chapter, consult the LSAC/LSAS materials for clarification.

B. THE FREQUENCY OF DIFFERENT ANSWERS IN THE SECTION. You will be given detailed information about the frequency of various answers. This analysis is based on actual forms of the LSAT. This is general information about the section--independent of the specific Tricks given in Section C.

C. THE TRICKS FOR BEATING THIS SECTION. This section provides specific Tricks for each section. These Tricks were developed from a detailed analysis of 12 actual LSAT forms.

The Tricks are provided in formats designed for different learning styles.

Each Trick is given a Number, a Strength, a Frequency Breakdown, and an Explanation.

For Example:

****
3. When the word "IF" appears in the middle of question, the ANSWER has been "A" or "C" over 90% of the time.
****

Frequency Breakdown of Trick:

A/C .9	A	B	C	D	All	%AC
	19	1	19	2	41	92.7%

The **Number 3** is simply a way of listing the Tricks. You may want to memorize the Number just to make sure you remember all the Tricks you have studied.

The **Strength A/C .9** indicates the accuracy-rate for the Trick on the 12 LSAT forms used to develop the Tricks. Each Trick will be followed by such a designation. This means that when the Trick applies, the correct answer was "A" or "C" over 90% of the time on the 12 LSAT forms. This means that the Trick was **wrong** on up to 10% of the questions when it applied.

You should **memorize the Strength** of any Trick you intend to rely upon during the actual LSAT. Some Tricks may seem too weak to rely upon. If you decide to ignore a Trick, feel free to! This book has been prepared to provide full **disclosure** of the possible Tricks for each section. It is up to you to decide which sections, and which Tricks, you will study.

The **Frequency Breakdown** is a detailed presentation of all the answers credited for each Trick on the 12 LSAT forms. You can study the Frequency Breakdown to learn the frequency of the Trick itself--some Tricks are based on only a few questions.

You can also study the Frequency Breakdown to learn the **likely alternative answers** when the Trick does not apply. This book does not attempt to provide a detailed contingency strategy for various question-types. However, if you want to develop a more detailed strategy, the Frequency Breakdown is available for your own analysis.

The **Explanation** of the Trick provides information about **what the Trick is and why it works.** As you decide which Tricks to follow, you will want to study both the Frequency Breakdown and the Explanation. Some of you will feel comfortable following any Trick with sufficient Strength. Others will feel comfortable using Tricks only when they are satisfied with the Explanation.

D. HERE ARE EXAMPLES OF THE TRICKS FROM OFFICIAL PUBLISHED MATERIALS. Most of the Tricks are exemplified in the official published materials. This section simply lists the questions that are examples of each Trick.

E. COMMENTARY ON THE TRICKS. This section is a free-form discussion of questions in the official published materials. The discussion may include strategies for approaching the section which were **not** discussed in section C of the Chapter.

You should read this section, even if you have not yet received **The Official LSAT Sample Test Book** or the June 1982 LSAT. Ideally, you should take these forms of the LSAT **before** you read this section. **However, you should not take your LSAT without reading section E**--even if you haven't been able to take the previously released LSATs.

C. HOW TO USE THIS BOOK IN CONJUNCTION WITH OFFICIAL PUBLISHED MATERIALS.

You should begin reading this book **immediately**. You do not need to wait to receive your LSAC/LSAS materials. Sections A, B, and C of each Chapter, along with the Chapters on TEST DEVELOPMENT and TEST BIAS, will be valuable **by themselves**.

After you have read the Chapter on TEST DEVELOPMENT, read Sections A, B, and C of the Chapter for the section you are particularly worried about. **Then**, take the sample questions in this section. **Finally**, review Sections D and E of the Chapter to evaluate your performance.

Don't read this book in one day! This book is meant to be **studied**. The conversational tone is meant to relax you as you approach the LSAT, but the book is meant to be studied over several days or weeks.

Study this book **as soon as possible** and review the book before the test-date. You will find that the detailed analysis of this book will be confusing when you first confront it. If you study the book in the last few days before your test date, you may actually hurt yourself by creating confusion.

If you only read **one Chapter** in this book, read the Chapter on **FACTS, A DISPUTE, RULES, AND QUESTIONS**. This LSAT section is **very easy to beat**.

Overall, however, the Chapters on TEST DEVELOPMENT and TEST BIAS will be more valuable to you than the Chapters on individual sections. This is because these Chapters develop a **general strategy** for approaching the test.

The Chapters on individual sections supplement this general strategy with individual Tricks for particular questions. **Not all questions have Tricks** for answering them. You will have to rely on the general strategy provided in these two Chapters for guidance.

D. HOW TO PRACTICE WITH ACTUAL LSAT QUESTIONS.

The first point to emphasize is: **USE ACTUAL LSAT QUESTIONS.** There are a variety of books which claim to contain simulated LSATs. Don't waste your money on these books! Not only will you be wasting your time, as well, you will be running a serious risk of hurting yourself.

The questions in these books are not necessarily like those on actual forms of the LSAT--some are very different. Even those questions which look like actual LSAT questions may not have the same difficulty.

More importantly, these questions have not been pre tested, and therefore have not been ordered in ascending difficulty (See Chapter 2 on TEST DEVELOPMENT). These questions also may not contain the typical traps found on actual LSATs. Finally, they may not be susceptible to the Tricks disclosed in this book, and they may not contain the bias of actual LSATs.

Now that New York's Truth in Testing law makes previous tests available to you, take advantage of the opportunity and order copies from the address given at the beginning of this chapter. You should also encourage your school's librarian and pre-law advisor to collect a complete set of released tests. This will save other students time and money!

Second, study your mistakes. Too many students apparently feel that they have an advantage if they take every released form of the LSAT. But just think about how much time this will take! If you succumb to this temptation, you may get burned out by the time you take your actual LSAT.

You will be studying wisely if you review your mistakes on the forms you actually do take. If you are having particular trouble with a certain section, or with certain types of questions, study this book carefully and work on those sections or question-types. Don't just compute your score on one LSAT and grit your teeth harder as you try to improve your score on another version. You will probably be making the same types of mistakes over and over again.

Finally, **use your practice time wisely.** Start with a few questions at a time. You can do this by applying the **TIMING RULE** for each section. For example, select 3 Logical Reasoning questions and allocate 4 minutes. For the Reading Comprehension section, allocate 8 minutes for one passage and set of questions. You will be able to discover your own pace without going through an entire section.

After you have practiced with a few questions at a time, take an entire section in 35 minutes. If you have time left over, practice scanning your answer sheet and question booklet to decide which questions you should reconsider.

Before you take your actual LSAT, take an entire form under timed conditions. If you have **The Official LSAT Sample Test Book**, you will be able to take an entire 6-section test. If you have a test disclosure booklet for other LSAT forms, you will only be able to take 4 timed sections.

Ideally, you should make this full-length test as realistic as possible. Start it at 8:30 on a Saturday morning. Begin with a Writing Sample--even if you've already written the same one before.

Practice timing yourself. Don't depend on the proctor. You should have a digital watch that you can reset to 0:00 at the beginning of each section. This will make it easier to follow the **TIMING RULE** for the section. Remember, watches with beepers or calculators are not allowed!

If you experience fatigue during the full-length practice test, decide what food or drink you will bring with you. It should be easy to consume neatly and quickly. You will only have one 5-minute break at the middle of the test.

CHAPTER 2. TEST DEVELOPMENT

A. THE PRETEST.

The LSAT has six 35-minute sections. Four of these are scored--one each of the sections discussed in this book. The other two are **pretest sections.** These sections contain questions that may be included on a future LSAT in scored sections. They **do not contribute to your score.** They are included on the test to see how you do on these questions.

Usually the pretest sections will look like one of the scored sections--the question-types will be the same and the number of questions will be similar to the scored sections. You will have to assume that all six sections will be scored--try your best on all sections.

The pretest sections will normally be **harder than the scored sections.** This is partly because test-makers have a hard time writing good, hard questions--so they pretest a lot of them. This is also partly because some of the questions will be **defective**--there will be no correct answer, more than one correct answer, or too much ambiguity. This is also partly because the questions will not be presented in ascending order of difficulty--you might find the very first question to be very difficult.

Since you cannot really tell which section is a pretest section, you will have to do your best on all sections. But you **should not get discouraged if you find one section particularly difficult.** This is particularly true if you have another section with the same question-type. The harder section is probably the pretest section.

These pretest sections are where **all LSAT questions are tried out** before putting them on a scored section. This means that your pretest questions will appear on a future LSAT. More importantly, it means that **your LSAT was developed from earlier pretest sections.**

Once you realize how your test was put together with pretest questions, you can use this information to **improve your performance on each section.**

Read the rest of this chapter to learn:
1) **how the pretest is used to build an LSAT;**
2) **how to beat the LSAT by relying on pretest statistics.**

B. WHAT MAKES A GOOD PRETEST QUESTION?

Test-makers are looking for 2 things in a good pretest question:

1) **the DIFFICULTY of the question,**
2) **the CONSISTENCY of results among pretest questions.**

The **difficulty** of a question is simply the percentage of people who select the correct answer. Easy questions are answered by most people; hard questions are answered by only a few people. The difficulty is determined by how people answer the question **during the pretest**. Questions which nobody answers, or everybody answers, correctly on the pretest are **not included in scored sections**--they are considered too easy or too hard.

The **consistency** of results among pretest questions is measured by the correlation of results among questions. The test-makers are looking for **questions which produce a consistent scoring pattern**. Put simply, if one person answers the first question on the pretest correctly but another person answers it incorrectly, the first person should be more likely than the second to answer all the other questions correctly.

Actually, the correlation of results on **one pretest question** with the results of the **entire test** is used to identify good questions (the statistic is known as the point-biserial correlation). A high correlation between a question's results and the total test results is considered good by the test-makers.

If there is a **negative correlation**, the question is not used on a scored section of the LSAT. A negative correlation means that people with low scores on the pretest section are getting the question right, while those with high scores on the pretest are getting the question wrong.

You can use the information about difficulty and consistency to improve your own performance on the test. Difficulty can be used on all sections by all test-takers. Consistency is more valuable in **avoiding test bias**. (See Chapter 8 on TEST BIAS.)

C. HOW YOUR LSAT WAS DEVELOPED FROM PRETEST QUESTIONS.

The pretest sections are used to determine the difficulty of questions, and to eliminate questions which have a negative correlation with the total score on the pretest section.

Each scored LSAT section is built by including questions with a specified range of difficulty. It includes only questions with positive correlations with the total pretest score. This means there will never be a question that everyone on the pretest answered correctly; nor will there be a question which no one answered correctly on the pretest. This also means that there will never be a question which those scoring well on the pretest got wrong while those scoring poorly got right!

Once each pretest question is assigned a difficulty level (based on pretest statistics), the section is built by ordering questions in ascending order of difficulty. Questions which almost everyone got right are in the beginning; those which few got right are at the end.

Test-makers order sections in ascending difficulty to encourage you on the first few questions so you'll try your best on the section. If the hardest questions were at the begining, many people would get discouraged, some would spend too much time on the first questions and never get to the easier questions, and some would give up completely.

Ideally, the test-makers would like to build a test in which everyone got every question right until they got a question wrong--and then got all the rest of the questions wrong after that. You might imagine the test-makers building a mental high-jump contest--raising the level of difficulty until you couldn't go any higher. No test fits this ideal model, but it is important to understand what the test-makers are doing when they construct each section.

The **Logical Reasoning** section fits this model best. This is because it is comprised of individual questins following individual premises. Therefore, the test-makers can order each question in terms of its own difficulty.

The **Reading Comprehension, Logical Games, and Facts, Dispute, Rules, and Questions** sections fit this model, but less precisely. This is because questions are grouped after each passage, or set of conditions or Facts. Therefore, groups of questions are arranged so that the easiest group is placed first and the hardest group is placed last.

However, the easy-to-hard ordering process is also followed within each group of questions. This means that the hardest question in a Logical Game, for example, is placed last in the question set. This means that you should save time to try every question set, since there are easy questions beginning each set.

D. HOW TO USE PRETEST STATISTICS TO BEAT THE LSAT.

You can use this information about how the test is developed to **beat the LSAT.** Put simply, this means that you should choose **obvious answers in early questions; avoid obvious answers in later questions.** This rule is a direct result of the test construction process.

Obvious answers are correct early in the test because most people answered the questions correctly on the pretest. If there were a subtle trick to answering the question, it would not be answered by most people and it wouldn't be early in the section. So **don't waste time looking for subtle tricks on early questions.** Once you have selected an answer that seems correct, pick it and go on!

Obvious answers are **always wrong** on later questions in the test. If the "obvious answer" was correct, many people would have picked it on the pretest and it wouldn't seem to be a hard question--it wouldn't be at the end of your LSAT section. If you pick the obvious answer to a late question, you will be doing what most people did on the pretest--and you will be wrong.

It is easiest to divide the Logical Reasoning section into **Thirds.** The first Third is easy; the last Third is hard. The middle Third contains questions which **cannot** be answered by choosing or avoiding the obvious answers. This is because these are the middle-difficulty questions. It is possible that most of the people got the questions right or wrong, but the tendency is not as strong as on the first or last Third. The tendency is not strong enough to help you select the correct answer.

It is easiest to divide the Reading Comprehension, Logical Games, and Facts, Dispute, Rules and Questions sections into question sets. The easiest question sets are at the beginning, the hardest question sets are at the end. In addition, **within each question set** the first questions are easy, the last ones are hard.

This means that you will want to use **different strategies for different parts of each section.** Go along with the crowd on early questions; be a wise rebel on later questions. Remember, you can do this because you are not simply guessing how your fellow test-takers will answer a question. You **already know how people on the pretest answered the question** by looking at its position in the section. Thus, it is possible for everyone to follow this strategy--the correct answers won't change after you take the test, and all questions count the same toward your score, regardless of their difficulty on the pretest or the actual scored sections.

The strategy for early questions is completely straightforward: pick the answer that you get on your first impression. On the Reading Comprehension section, this will be the answer that seems correct on the first reading. On the Logical Reasoning section, this will be the answer that fits your first attempt at logically answering the question. On the Games section, this will be the answer that jumps out at you from your sketch of the rules and conditions. On the Facts, Dispute, Rules and Questions section, this will be the answer that fits the Tricks.

The strategy for the last questions is harder. What you must realize is that **the strategy DOES NOT involve trying to figure out the correct answer.** What the strategy **does** involve is **finding the answers that everyone picked on the pretest.** Once you find the answers that everyone picked on the pretest, **eliminate them!** The question wouldn't be among the last on the section if everyone picked the right answer.

There are two basic ways to identify the question that everyone else picked. The first is to find answers that look easy. On the Reading Comprehension or Logical Reasoning section, these answers might be the ones with the short, simple words. On the Facts, Dispute, Rules and Question section, these answers might be the ones that **seem to fit the Tricks.**

The second is to identify answers that **look hard** at first glance. On the Logical Games section, if one option is much longer than the other options, it may have discouraged people on the pretest so that they reviewed the other, shorter options first. Similarly, on the Reading Comprehension section, an option with an unfamiliar word in it after the last passage may be correct because so few people know its meaning on the pretest.

Once you have eliminated the answers that everyone picked on the pretest, **use your head in picking the correct answer.** Don't pick an answer that looks stupid just because you are sure no one picked it on the pretest. On the Reading Comprehension or Logical Reasoning section, you might pick an answer with an unfamiliar word in it. On the Facts, Dispute, Rules and Questions section, you might pick an answer that **goes against one of the Tricks.**

In any event, you should have some sense of why the answer might be correct--don't just pick the least obvious answer.

You can practice this strategy with the **last questions in each set** of the Reading Comprehension, Games, or Facts, Dispute, Rules and Questions sections; or with the **last five questions** on the Logical Reasoning section. If you get the answer wrong, go back and figure out how you could have identified the correct answer.

Learning how to answer the last questions on the section by avoiding the obvious answers is a sure way of raising your scores, since these are the questions which most people, including yourself, are likely to get wrong. This is true even if you expect to get a very high score--your score can probably be raised only by getting the hardest questions right.

I will be mentioning the strategies you should follow on different portions of the section through the following chapters.

Remember that there are two factors that determine the answer and difficulty of a question.

1) The **test-makers** determine the correct answer to the question;
2) The **people on the pretest** determine the difficulty of the question.

Sometimes I will focus on the test-makers' thinking in choosing an answer, or the placement of an answer among the options A-E. Sometimes I will emphasize the people on the pretest and their guessing strategies. You should understand the difference between these two forces, and how to use both groups' tendencies to help you identify the answers.

If you think you are just outsmarting the test-makers, you are limiting yourself. You are also outsmarting the people on the pretest. **You are not outsmarting the other people taking your LSAT.** The Tricks and strategies in this book can be used by all test-takers--the answers won't change on a hard question just because everyone gets it right on the actual LSAT.

CHAPTER 3. THE SECTION WITH FACTS, A DISPUTE, RULES & QUESTIONS

TIMING RULE: 1 minute per question. This timing rule is a litte too generous, you will actually have about 55 seconds per question, but a simple **1 question = 1 minute** rule will be good enough to keep you on time. This is easy to remember and avoids the need to compute an exact pace for every set of questions.

Most readers will have little trouble finishing this section, after they have studied this chapter. The timing rule should simply be a way of prodding yourself into finishing a particularly troublesome set of questions.

Remember, it is more important that you take the time to consider all questions on this section. Even if you get one puzzling question correct after several minutes of thought, your score will be lower than the test-taker's who guessed to keep pace and answered the several easy questions in the last set.

A. THE STRUCTURE OF THE SECTION.

This section consists of 7 sets of questions, each with its own statement of Facts, a Dispute, 2 Rules and questions. Each set usually appears on a single page. The total number of questions ranges from 36 to 39. Since the time for this section, like all sections, is 35 minutes, you might view this section as the one with the most pressure for speed.

This chapter reveals some surprisingly simple Tricks for correctly answering most of the 36-39 questions. It is also a guide to understanding the logic to be used in answering all of the questions.

Once the Tricks for answering this section are learned, this **section should be viewed as the one with the greatest opportunity for piling up points,** since each question on the entire test counts the same in computing your total score.

I recommend that you concentrate on learning the Tricks outlined below, and that you make sure that you understand the reasons for the accuracy of the Tricks. Once you understand the reasons why the Tricks work, you should be able to spot the questions where the Tricks don't apply (only one of the Tricks is 100% accurate), and to answer questions that don't happen to contain Tricks, or where two different Tricks point to different answers in the same question.

The section can be divided into **two major sets of options.** **The first set of options** has "A" or "C" as the answer. **The second set of options** has "B" or "D" as the answer.

The logical sequences provided in the **LSAT Preparation Material** and **The Official LSAT Sample Test Book** are not the best way to approach the section, since all of the suggested approaches divide up the options so that A/C and B/D are not associated with each other.

The Tricks of the section work when the test is divided into two sets of answers: A/C and B/D. Each Trick will be labelled as a Trick to identify A/C questions or B/D questions. In addition, each Trick will be given an odds for being correct, by presenting the Frequency Breakdown on 12 LSATs.

For example, a Trick may correctly identify A/C questions over 70% of the time. Such a Trick will be labelled, A/C .7 so that you can **memorize the Trick, its options, and its overall chance of being correct.** This should help you remember that the Trick is not foolproof, since between 20 and 30 percent of the time the answer will be B/D. However, this Trick is still valuable in raising you answer-rate from 50% random guessing that an answer is either "A" or "C". More importantly, once you understand the reasons for the Trick, you should be able to identify, by yourself, the 20-30% of the questions that don't fit the Trick.

As you can see from reviewing the classification descriptions for all four options provided in the **LSAT Preparation Material**, "A" and "C" are the options that involve the application of the Rules. Put simply, **"A" involves a choice between BOTH Rules; "C" involves the clear application of ONE Rule or the Facts.** (This is put simply; re-read the detailed description of each option on page 8 of the **LSAT Preparation Materials.**)

In contrast, "B" and "D" do not involve direct application of the rules. **Option "B" requires more information; option "D" is irrelevant.**

The Tricks identify those questions which involve the Rules as opposed to questions which don't involve the Rules. You should be able to do the rest.

Once you realize that a question involves the Rules, it should be pretty easy to decide whether one or both of the Rules are involved. Usually language from one or both Rules will appear in the question.

You should **pay particular attention to specific details** that are mentioned in the question, especially if they echo the Rules. The test-makers probably put these facts into the question for a reason. Carefully identifying the significance of these facts will be decisive in choosing between "A" and "C".

Similarly, it should be relatively easy to decide whether you need more information or whether the question is irrelevant, that is, choosing between "B" and "D".

The test-makers have only three major traps for readers who understand and apply the following Tricks.

1) **The wrong party is involved.** If the dispute is between Tom and Dick, the question will ask whether Harry will win his suit. At first glance, such a question might seem like a straightforward "A" answer--involving language from both Rules. Once you notice that the wrong party is involved, you can quickly pick "D" and move on.

2) **The wrong remedy is involved.** If the dispute asks whether Mary can get her little lamb back, the question will ask whether Mary can get damages from the thieves. Once you notice that the remedy is not mentioned in the Dispute, you can pick "D" and move on.

3) **The question is readily answerable from the Facts.** If a question involves B/D Trick words, the answer may be obvious from the Facts. Such "C" answers are usually pretty easy.

Be careful not to infer conclusions from the Facts. If you are spinning a trail of inferences, you should probably be picking "B" instead. The only exception to this general caveat involves legalese terms that call for conclusions, such as inferring negligence from extrememly careless behavior. Even this exception, however, is rare and should not tempt you away from "B" answers.

Of course, if you apply the Trick, but it doesn't seem to fit the particular question you are reviewing, then trust your judgment and treat the question as one where the Trick doesn't apply. Since these are Tricks created by me to help you with the section, rather than rules developed by the test-makers, don't stick to the Tricks when the rules of the section demand otherwise.

B. THE FREQUENCY OF DIFFERENT ANSWERS IN THE SECTION.

This section has only four options for each question. This fact alone increases your odds of answering each question correctly. On the other sections with five options, your random chance of answering correctly is 20%. On this section your random chance of answering correctly is 25%.

Be careful, however, since the answer sheet will still have five answer spaces. If you are not careful, you may pick "E" when you meant to pick "D". If you are one of those who makes this mistake, you will be credited with an omitted question.

Overall, nine of the twelve LSAT forms I have reviewed has had "A" as a correct answer in this section the least often (between 6 and 9 times per section). This is likely to continue, since questions answered by "A" must involve the application of both Rules and could be expected to be hardest to write and to survive the pre-test with acceptable statistics. Of course, there may be a single set of questions with several "A" answers, but don't be surprised if an entire set of questions has no "A" answers. After all, two forms of the LSAT had 7 sets of questions, but only 6 "A" answers. Only 3 sections had as many as 9 "A" answers.

On the other hand, nine of the twelve forms had "D" as the correct answer in this section the most often (between 8 and 15 times per section). This seems to be a result of the item-writing process. Imagine the test-writer wrestling with the drafting of a set of Facts, a Dispute, and 2 Rules. It is relatively hard to write questions that will give acceptable pre-test statistics which involve the Rules. As noted above, it seems to be hardest to write questions that involve both Rules.

In order to fill up the section with 36-39 questions, the test-writer must insert quite a few irrelevant questions which are rather easy to write. In addition, some questions that look like A/C answers must be disguised with wrong party or wrong remedy--these are also "D" answers.

On the last six forms I reviewed, between 11 and 13 questions had "D" answers. Of course, this overall pattern may not fit on any single set of questions, but don't worry if you seem to be picking quite a few "D" answers.

On most LSAT forms, this section does not have 3 of the same answer consecutively. There have never been 3 "A" answers in a row (because "A" is so rare an answer). There have been 2 forms with 3 "D" answers in a row (because "D" is so common an answer). There has been 1 section with 3 "B" answers in a row.

If you review your answer sheet and find 4 of any answer consecutively, you have probably made a mistake and you should review those answers. (Remember, consecutive answers can involve carry-overs from one set of questions to the next.) If you have 3 "A" or "C" answers in a row, you have probably made a mistake. If you have two sets of 3-in-a-row, at least one set probably contains an answer that is incorrect.

The overall pattern of answers should be reviewed after you have completed the entire section. Using the suggested Tricks should leave you enough time to review your answer sheet.

IF YOU HAVE TO GUESS BLINDLY, PICK "D". This rule applies only if you have completely run out of time and you must fill in your answer sheet. Since there are more "D" answers on most forms of this section, your odds of being correct are highest if you guess "D". However, you should be able to quickly identify A/C questions compared to B/D questions. If you can, pick "C" and "D".

You should be aware of an intermediate strategy. You can use your **highlighter** on your answer sheet to mark A/C and B/D questions before you take the time to read the Facts, Dispute and Rules. Then you can pick a single answer and mark it with your No. 2 pencil--the highlight will not register on the answer sheet scanner nor in the photocopy of your answer sheet you will receive with your scores and test booklet. If you run out of time, you can fill in your answers, "C" or "D", after time has begun for the next section.

NEVER WORK ON ANOTHER SECTION OF THE TEST BOOKLET--that would be cheating! The highlighter suggestion is just a wise use of the tools and rules of the LSAT.

C. THE TRICKS FOR BEATING THIS SECTION.

****

1. When there are 5 or More Lines in the question,
the ANSWER has been "A" or "C" over 80% of the time.

****

Frequency Breakdown of Trick:

A/C .8	A	B	C	D	All	%A/C
	42	5	37	8	92	**85.9%**

Longer questions are usually answered with "A" or "C". Of the 92 questions with 5 or more lines in the question, 79 were either "A" or "C".

This is a natural result of the item-writing process. Since the questions must contain information which invokes one or both Rules to be answered "A" or "C", the questions tend to be longer than those which require more information or are irrelevant. Once the questions get shorter, 4 lines or less, the tendency is not as strong.

As a general rule, **the longer questions involve the rules and are A/C questions.** In recent forms of the LSAT, there is a tendency toward longer questions throughout the section. If you encounter such a set of questions after a fact situation, the simple 5-line rule may not work, but the general **"longer questions are A/C"** will still apply.

As can be seen from the Frequency Breakdown, the 5-lines or more Trick is about equally divided beytween "A" and "C". However, since there were only 90 "A" answers on all the LSAT forms reviewed, **the 5-line or more Trick** identified **almost half the "A" answers** in this section.

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2. If words such as "LIABLE", "GUILTY", VIOLATE", "VALID", or "WIN ITS SUIT", are in the question,
the ANSWER has been "A" or "C" about 90% of the time.

****

Frequency Breakdown of Trick:

A/C .9	A	B	C	D	All	%A/C
	26	2	27	4	59	**89.8%**

A/C questions involve application of the Rules. Not surprisingly, when the words **"LIABLE," "GUILTY," "VIOLATE," "VALID," "WIN ITS SUIT,"** and other **Legalese** terms appear, the answer is **virtually always A/C.** The Trick is a direct result of the test-writing process and of the definitions for the answer options What is so remarkable is the fact that the Trick has gone undisguised and undetected for so long by the test-makers.

Even more remarkable, if it is possible, is the fact that these words appear **in bunches** in single sets of questions. Thus, all of the A/C answers in a particular set of questions will include "VALIDLY" and none of the other questions will include "VALIDLY."

Thus, one of the first things you should do when you begin a set of questions is to skim them to see if one of these words, or other **Legalese** terms, appear in **two or more questions**. If they do, you can be pretty sure that you have isolated the A/C answers. Other Tricks should be of secondary importance for identifying A/C items in that set of questions.

Beware, however, of an **isolated Legalese** term in one question when others have a different **Legalese** term in them. For example, the first set on LSAT form 3ELS2 had two questions with the word "LIABLE," and one question with the word "GUILTY." The "LIABLE" questions were "C", "A"; the "GUILTY" question was "B".

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3. When the word "IF" appears in the Middle of question, the ANSWER has been A" or "C" over 90% of the time.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Frequency Breakdown of Trick:

A/C .9	A	B	C	D	All	%A/C
	19	1	19	2	41	92.7%

The word "IF" has been called the biggest little word in the English language. It certainly is in this section of the LSAT! **When it appears in the MIDDLE of the question (NOT the first word!), the answer is almost always A/C.**

This Trick seems to be the result of the logic of the section. When the test-writer goes to the trouble of giving you information by introducing it with the word "IF", the answer probably does not rquire additional information--the information has already been introduced by "IF"! So, too, it is unlikely to be irrelevant information if the test-writer has gone to the trouble of giving it to you.

The most likely difficulty you will have in using this Trick is in noticing the tiny word "IF" buried somewhere in the question. When you find it, use it!

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4. When the words "ASSUME", "ASSUMING", "GIVEN", "IN THE EVENT", or "ESTABLISHED THAT" are in the question, the ANSWER has been "A" or "C" over 90% of the time.

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Frequency Breakdown of Trick:

A/C .9	A	B	C	D	All	%AC
	8	1	11	1	21	90.5%

This Trick is an outgrowth of the "IF" Trick. When this section was first included on the LSAT, the word "IF" had an overall Trick-value regardless of its position in the statement ("IF" as the first word was valuable as a clue to A/C questions). However, the test-makers have apparently discovered this tendency and decided to hide it.

The test-makers did three things with the word "IF":

1) They put "IF" at the beginning of several B/D questions. Thus, "IF" as the first word in the sentence has virtually no informational value. For example, on one recently released section, "IF" as the first word yielded the following Frequency Breakdown: A:4, B:4, C:4, D:6.

2) Many of the statements which had "IF" as the first word in the statement and A/C as the answer were simply transposed--so that "IF" was in the middle of the statement! Thus, Trick #3 works over 90% of the time.

3) Finally, the test-makers simply substituted "ASSUME", "ASSUMING", "IN THE EVENT", or "ESTABLISHED THAT", for "IF"! Since the test-makers went to the trouble of substituting these words or phrases for "IF", the answer is very likely to be A/C (why else would they have substituted?). You can take advantage of this rather clumsy disguise to unmask additional A/C questions.

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5. When the word "MUST" appears in the question, the ANSWER has been "A" over 60% of the time, and either "A" or "C" over 80% of the time.

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Frequency Breakdown of Trick:

A .6	A	B	C	D	All	%A	%A/C
A/C .8	26	-	12	5	43	60.5%	88.4%

When the word "MUST" appears in a question, as the first word, or typically following a comma, it is usually an "A" question, or at least an A/C question. Indeed, this is one of the rare Tricks tht is able to identify a **single option** with more than 50% accuracy. (Modify your blind guess strategy accordingly.)

This Trick **seems** to be the result of linguistics, and of the rules for the section, which are explained on page 9 of the LSAT **Preparation Materials**. At one point, the **Preparation Materials** state: "If the question does not inquire about the ultimate outcome of the dispute, the question cannot be classified (A)." Put another way, when a question does inquire about the ultimate outcome, it can be classified "A". The word "MUST" often introduces questions which ask about the **ultimate outcome** of **disputes**.

As you can see, all of the exceptions to this Trick are "D". These questions involve the **wrong party** or **wrong remedy**--things you should be on the lookout for to raise your own accuracy rate above that for the simple Trick.

****

6. When the word "WILL" appears in the question,
the ANSWER has been "A" or "C" over 70% of the time.

****

Frequency Breakdown for "WILL" in question:

	A	B	C	D	All	%A/C
A/C .7	17	6	15	6	44	72.7%

Frequency Breakdown for "WILL" as first word, or following a comma:

	A	B	C	D	All	%A/C
A/C .7	14	6	13	2	35	77.1%

"WILL" performs a linguistic function similar to that performed by "MUST"--it introduces questions involving Rules. However, it also performs a variety of other linguistic functions in questions. You may feel more comfortable, therefore, by using this Trick only for those questions in which "WILL" introduces the question, or follows a comma. Nonetheless, it is still a very powerful Trick even when all the instances of "WILL" in the question are included.

The answer "B" has been the most frequent exception to this Trick when "WILL" was the first word, or was after a comma. This is because some Rules are **permissive**--no specific outcome is required. In these cases, you need more information (the judge's opinions, for example) to answer the question. When you read a Rule that **permits** rather than **requires** a result, look for this trap in the "WILL" questions.

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7. When the words "HOW", "WHAT", "WHEN", "WHERE", or "WHY" appear in the question,
the ANSWER has been "B" or "D" over 80% of the time.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Frequency Breakdown of Trick:

B/D .8	A	B	C	D	All	%BD
	1	15	6	25	47	85.1%

You may recall these five words from your English Composition classes, or perhaps a Journalism class. These five words perform the same function on this section that they do in a well-written story--they indicate additional information, some of which may be useful to resolving a Dispute, or irrelevant to the Dispute. **Rarely do they involve the actual resolution of the Dispute.**

Notice that when the Trick does not work, the answer is usually "C", rather than "A". This is because the answer "is readily answerable from the facts" and does not typically involve either Rule. This is consistent with the linguistic function of **these words--indicating Facts rather than Rules.** These facts may be additional to those provided, readily determined from the Facts provided, or irrelevant to the Dispute. In any case, the **answer is almost never "A".**

Surprisingly, these words appear in B/D questions even when they perform linguistic functions other than introducing questions (as in this sentence). Thus, **the Trick has value when the words appear as part of the question--not just as the first word.**

The most problematic word is "WHEN". But even "WHEN" appears in B/D questions in 12 out of 17 instances (the other 5 are, of course, "C"). In fact, "WHEN" is the first word in only 1 question!

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8. When the words "BEFORE" or "AFTER" appear in the question,
the ANSWER has been "B" or "D" over 70% of the time.

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Frequency Breakdown of Trick:

B/D .7	A	B	C	D	All	%B-D
	3	6	1	8	18	77.8%

These two words involve **time periods** that are typically different than the time periods involved in the Dispute. Thus, they either involve irrelevant information, or additional information. **The Trick works whether the words begin the question, or appear in the middle of the question.** Even when the words "BEFORE" or "AFTER" do not specifically appear in the question, you can use the concept of **different time periods** to recognize B/D answers.

The most frequent exception to this Trick involves questions with "A" as the answer. This is understandable, since actions which involve application of both Rules may occur at different time periods. You should be able to readily identify the exceptions to this Trick--language from both Rules will appear in the question.

****
9. When the word "DID" appears in the question,
the ANSWER has been "B" or "D" over 80% of the time.
****

Frequency Breakdown for "DID" as first word, or after comma:

	A	B	C	D	All	%BD
B/D .8	-	39	13	36	88	85.2%

Frequency Breakdown for "DID" anywhere:

	A	B	C	D	All	%BD
B/D .8	-	44	13	43	100	87.0%

The word "DID" asks for specific information about the past. It rarely asks a question that involves the ultimate resolution of the Dispute--it has never been in an "A" question. There is an even balance between "B" and "D" questions that include "DID".

The word "DID" can perform other linguistic functions besides introducing a question. Interestingly, even in these other linguistic functions, "DID" usually appears in B/D questions. However, you may feel more comfortable using this Trick only when "DID" introduces a question, either at the beginning of the statement, or following a comma. Thus I have provided Frequency Breakdowns for both forms of the Trick.

Notice that all of the exceptions were "C" questions. This is because these questions have an answer that "is readily answerable from the facts." Thus, "DID" questions are questions about Facts--not about the Rules.

****
10. When the words "DID NOT" appear in the question,
the ANSWER has been "A" over 60% of the time,
and "A" or "C" over 70% of the time.
****

Frequency Breakdown of Trick:

	A	B	C	D	All	%C	%AC
C .6 A/C .7	2	2	10	2	16	62.5%	75.0%

This Trick is an interesting flip-side of the "DID" Trick. It is one of the few Tricks that has a better-than-even chance of identifying a single answer--"C".

You can remember the "DID/DID NOT" combination of Tricks along with the "WAS/WAS NOT" Tricks that follow. Both of them are B/D Tricks with A/C Tricks in the "NOT" form. **Both "NOT" Tricks have a strong "C" tendency.**

****

11. When the word "WAS" appears as the First Word in the question, or Following a Comma,
the ANSWER has been "B" or "D" over 60% of the time.

****

Frequency Breakdown of Trick:

	A	B	C	D	All	%BD
B/D .6						
	6	28	12	17	55	**67.3%**

The word "WAS" performs a linguistic function similar to "DID"--at least when it is the first word in a question, or follows a comma. However, "WAS" also performs many other linguistic functions. Therefore, **this Trick must be carefully limited--only the first word in the question, or after a comma.** Ignore "WAS" unless it either begins a question, or follows a comma.

In fact, there is a **slight** tendency for "WAS" in the middle of questions to appear in A/C questions, but the tendency is not strong enough to depend upon.

You will notice that the most frequent exception to this Trick involves questions with "C" as the answer. This is understandable, since the question "is readily answerable from the Facts", but it does not involve the Rules very often.

****

12. When the words "WAS NOT" appear in the question,
the ANSWER has been "A" or "C" every time.

****

Frequency Breakdown of Trick:

	A	B	C	D	All	%AC
A/C 1.0						
	2	-	5	-	7	**100.0%**

This Trick is similar to the "DID NOT" Trick, but even stronger--there has **never** been a B/D answer when "WAS NOT" appeared. Like the "DID NOT" Trick, "WAS NOT" is usually a "C" answer.

You could consider "DID NOT"+"WAS NOT" as a **combined Trick for "C" answers.** Here is the combined Frequency Breakdown.

****

Frequency Breakdown of "DID NOT"+"WAS NOT":

	A	B	C	D	All	%C
C .6						
	4	2	15	2	23	**65.2%**

****

D. HERE ARE EXAMPLES OF THE TRICKS FROM OFFICIAL PUBLISHED MATERIALS.

Designations Used:

Preparation Material. Questions with explanations in booklet included with LSAT registration packet.

Sample Test. Short sample test included in booklet containing Preparation Material.

June '82 Full-Length LSAT given in June 1982. This form of the LSAT was published in **The Law Package.** It is also the first form of the "new" LSAT scored on the 10-48 scale.

Sample LSAT #1, #2, #3. These are published in **The Official LSAT Sample Test Book.** There are four scored sections from a single LSAT form in each Sample LSAT, plus two scored sections from other LSAT forms which are designated as "Pretest Sections" in the Book, in order to give you the opportunity to practice with a 6-section LSAT similar to the one you will actually take.

X This question has an answer which does not agree with the Trick. You should study these questions with particular care to assure yourself that you will be able to identify those questions which do not fit the Tricks. **Remember**, all of these Tricks could have exceptions.

1. 5 or More Lines in the Question: A/C .8

The LSAT Prepration Materials and Sample Test are typeset differently than the actual test, thus, only the June '82 and Sample LSATs contain examples of this Trick.

June '82 3, 4, 12, 14, 16, 23, 34
Sample LSAT #1 sec. 5 1, 7, 10, 17X, 18, 25, 28, 31
Sample LSAT #2 sec. 1 11, 32
sec. 3 5, 9, 18, 23, 24X, 26, 27X, 28, 33
Sample LSAT #3 sec. 5 3, 5, 6, 7, 8X, 10, 20, 22X, 26, 28, 29, 34

2. "LIABLE", "GUILTY", "VIOLATE", "VALID", "WIN ITS SUIT", etc. in Question: A/C .9

Preparation Material 2, 3
Sample Test 4, 14, 18, 20, 21, 24, 29, 30X, 31, 33
June '82 3, 4, 5, 7, 9, 12, 14, 16, 23, 27, 29
Sample LSAT #1 sec. 5 1, 6X, 7, 10, 23, 24, 25, 33X, 34, 36
Sample LSAT #2 sec. 1 1, 4, 5X, 10, 19, 32, 33, 34, 37
sec. 3 13, 14, 23, 20

3. "IF" in the Middle of Question: A/C .9
Preparation Material 2, 3
Sample Test 1, 4, 30X, 31
June '82 3, 4, 5, 12, 16, 23
Sample LSAT #1 sec. 5 7. 10. 18. 23. 24. 25. 28. 31. 34. 35X, 36
Sample LSAT #2 sec. 1 8X, 11, 13
sec. 3 13, 23, 28, 32
Sample LSAT #3 sec. 5 24, 29, 32, 36

4. "ASSUME", "ASSUMING", "GIVEN", "IN THE EVENT", "ESTABLISHED THAT" in Question : A/C .9
Sample Test 6, 18
Sample LSAT #2 sec. 3 9, 14
Sample LSAT #3 sec. 5 6, 7, 10, 26, 28

5. "MUST" in Question: A .6; A/C .8
June '82 26, 34
Sample LSAT #1 sec. 5 13, 15, 18, 37X
Sample LSAT #2 sec. 1 9, 11
sec. 3 2, 5, 7X, 9, 10X
Sample LSAT #3 sec. 5 17, 21X, 24, 26. 34

6. "WILL" in Question: A/C .7
June '82 3, 4, 5, 12, 24
Sample LSAT #1 sec. 5 31
Sample LSAT #2 sec. 1 7X, 8X, 9, 11, 14
sec. 3 13, 23, 27X, 28, 29, 35
Sample LSAT #3 sec. 5 3, 5, 6, 8X, 10, 16X, 19X, 22X

7. "HOW", "WHAT", "WHEN", "WHERE", or "WHY" in Question: B/D .8
Preparation Material 1, 4
Sample Test 7, 25, 31X 35
June '82 2, 18, 22, 24, 33X 37
Sample LSAT #1 sec. 5 30
Sample LSAT #2 sec. 1 3, 12, 21, 28
sec. 3 27, 31, 36X
Sample LSAT #3 sec. 5 8, 13, 21, 27, 29X

8. "BEFORE" or "AFTER" in Question: B/D .7
Sample Test 7, 13, 22, 32
June '82 13, 19, 34
Sample LSAT #1 sec. 5 16, 35
Sample LSAT #2 sec. 1 13X, 14X, 29X
sec. 3 15, 16
Sample LSAT #3 sec. 5 1

9. "DID" in Question: B/D .8
Preparation Material 1
Sample Test 7, 13, 15, 16, 22, 23, 26, 27, 29X, 34
June '82 1, 10, 18, 21, 22, 30, 31, 36
Sample LSAT #1 sec. 5 2, 3, 8, 12, 14, 29, 30
Sample LSAT #2 sec. 1 2, 16, 17X, 20, 23, 26, 27. 28
sec. 3 4, 6X, 15, 16, 20, 21, 25, 30
Sample LSAT #3 sec. 5 1, 11X, 33, 35, 37

10. "DID NOT" in Question: C .6; A/C .7
Preparation Material 3
June '82 3, 34
Sample LSAT #1 sec. 5 1, 7
Sample LSAT #2 sec. 1 13, 31
Sample LSAT #3 sec. 5 3

11. "WAS" as First Word, or Following a Comma: B/D .6
Sample Test 8, 9, 10, 11*, 12, 17, 25. 32
June '82 6, 8*, 11*, 15, 17, 20*, 24, 33*
Sample LSAT #1 sec. 5 4, 5, 11, 16, 26
Sample LSAT #2 sec. 1 3, 15, 35, 36
sec. 3 3, 12, 24, 34, 36*, 37, 38
Sample LSAT #3 sec. 5 2, 29*, 32*

12. "WAS NOT" in Question: A/C 1.0
June '82 4, 7, 34
Sample LSAT #2 sec. 3 14, 13, 23
Sample LSAT #3 sec. 5 32

E. COMMENTARY ON THE TRICKS.

Sample Test 30: The answer to this question comes as a double disappointment to those blindly following the Tricks, since "IF" is in the middle of the question, and "LIABLE" also appears. Nevertheless, the question is still "D" Irrelevant.

This points up a **general** trend in the application of the Tricks. **The Tricks have a tendency to be WRONG on the LAST QUESTIONS of the section.**

This tendency is a direct result of the test development process (See Chapter 2 on TEST DEVELOPMENT). The questions which few test-takers answer correctly on the pre-test appear in the end of the section. Since this section has sets of questions, the entire set tends to be harder than earlier sets in the section.

Some test-takers have paid hundreds of dollars in the past to learn some sort of tricks for answering the LSAT. These coached test-takers have been affecting the pre-test statistics when they apply the tricks they learned. If the tricks were accurate, the question appeared easy--since so many test-takers answered it correctly on the pre-test. Likewise, if the trick was inaccurate, the question appeared hard--since those who had taken a coaching course were answering it wrong so often.

Thus, when the scored sections of the LSAT are prepared, these pre-test statistics--affected by coaching tricks--determine where questions or question-sets will be placed. This question is an example of a hard question--because so many test-takers on the pre-test answered it incorrectly.

This does **not mean** that you can abandon the Tricks at the end of the section, or that you can apply anti-Tricks in their place. Notice that the last four questions in the Sample Test **do** fit the Tricks. **Just be more careful applying the Tricks on the last two sets of of questions.**

In this question, you must answer "D" when the Tricks tell you to answer A/C. This shift should be easy to spot, since you should recognize that the Facts and Rules cannot be used to answer the question.

You should easily recognize that the **wrong party** is involved in this question: Miracle is not mentioned in the Dispute!

Sample LSAT #1 sec. 5 6, 33, 35, 37; #3 sec. 5 22: All of these questions have A/C Tricks in them, but have "D" as the correct answer. This is because all of them have the **wrong party** mentioned in the question.

Of particular interest are questions 33, 35, and 37. These three questions appear in the last set of questions. It seems obvious that few test-takers answered them correctly because they failed to check for the right parties. You can answer these questions correctly by simply checking to see who the parties are in the Dispute and comparing those parties with the people mentioned in each question.

Recognizing these exceptions to the Tricks should also give you more confidence in the Tricks themselves--the test-makers have trouble disguising the Tricks without using an obvious disguise such as the **wrong party**.

Sample LSAT #2 sec. 3 7, 10; #3 sec. 5 21: These three questions have A/C Tricks but "D" answers because they involve the **wrong remedy**. Questions 7 and 10 appear in the same set of questions. This is similar to the previous set which had three questions with the **wrong party**.

You should check to see if other questions in the same set have the **same** trap--it **seems** that test-makers use the same trap **more** than once in a single set of questions. This set is the **second** set in the section, indicating that it is relatively easy (most people answered them correctly), but it involves Labor-Management and therefore the danger of bias against low income test-takers who identify with Labor rather than Management (See Chapter 8 on TEST BIAS).

Sample Test 31: This question is an example of Tricks that point in **different directions**. "WHEN" points to B/D; "IF" and "LIABLE" point to A/C. In this case, there are two Tricks pointing to the correct answer of "A", but only one Trick pointing in the wrong direction. You **cannot** mechanically apply a rule of counting up Tricks that point in opposite directions, but it may help point you in the right direction as you analyze the question's relationship to the Facts and Rules.

You could also **remember** that "WHEN" is a .8 correct Trick, whereas "IF" and "LIABLE" are each .9 Tricks by themselves. Thus, the odds are good that the combination of two strong A/C Tricks will be correct, rather than the weaker B/D Trick. This process **cannot** be applied mechanically, since I made up the Tricks and not the test. However, this example points up the importance of **memorizing the STRENGTHS of the Tricks as well as the Tricks themselves.**

June '82 33: This is another question with two Tricks that point in the B/D direction ("HAS" as the first word, and "WHEN") when the correct answer is "C". It also appears in the last set of questions. If you have correctly applied the Tricks in the early part of the section, you should have sufficient time to analyze the last set of questions to notice this exception.

The question contains "WELL-KNOWN", which also appears in Rule 1. This should give you a clue that the question is not "D" Irrelevant. If you were to select "B" Additional Information Needed, you would have to ignore the information provided in the Facts, lines 4-7. Thus, you should not select "B", because the information has already been provided.

The fact that "C" is the correct answer is simply a reinforcement of the fact that "WAS" and "WHEN" involve Facts rather than Rules. This Fact "is readily answerable from the Facts" so "C" is the answer--the Rules do not come into play here.

Sample Test 11; June '82 8, 11, 20, 33: These five questions all fit the "WAS" Trick, since "WAS" is either the first word, or follows a comma. But all five questions would be answered incorrectly if the Trick were applied mechanically. This is because the Trick has **an overall strength of only .6 correct.** You should have memorized this Trick and its strength. Therefore, you should not be surprised or uncomfortable if the Trick does not apply in these questions.

Sample Test question 11 contains the word "JUSTIFIED", which is a **legalese** term. This should indicate that the Rules are involved, and begin a train of thought that leads to "A" as the answer.

June '82 question 8 would suggest "B" Need Additional Information, if the Trick were accurate. But since the information is provided in the Facts, you should be able to disregard the Trick and pick "C". This same logic applies to June '82 question 11.

Overall, June '82 questions 6-11 is a fairly unusual set of questions, since four out of the six questions are A/C. Such a disproportionate group of A/C questions, particularly when all are 3-lines-or-less, is unusual. Compare this group with the June '82 set of 18-24, which has only two A/C answers out of seven questions.

These two groups highlight the fact that **individual sets of questions DO NOT NECESSARILY have a balance of A/C and B/D questions.** Follow the Tricks and your analysis to answer each question separately. Only when you are finished with the section should you engage in the type of review suggested in section B of this chapter.

June '82 8; Sample LSAT 02 sec. 1 17, sec. 3 36: These three questions all have "C" answers because they are "readily answerable from the facts." Yet they all involve inferences on your part to arrive at the correct answer.

You must infer that a driver was "CARELESS", that a tax deduction is a "FINANCIAL BENEFIT", and that a doctor's nod that it doesn't look too good signifies that the patient is "CONSCIOUS OF IMPENDING DEATH." Each of the inferences begins with facts stated in the passage and leads to a legally important conclusion.

These are examples of the outer limits of **permissible inferences from the Facts.** Don't make a habit of inferring things from the Facts. Only when a **conclusory legal term** is involved should you even be tempted to make such an inference.

You should analyze your own answers to see if you are making inferences when you should not--choosing "C" when the answer is "B". For example, if a question asks what a person "believed", don't make an inference--this is not a conclusory legal term.

Sample LSAT #2 sec. 3 24: This question asks whether it is "REASONABLE TO ASSUME" and has "B" as the answer. You should use this question as a check-point on your own propensity to infer when you should ask for more information.

Notice that "C" is a tempting answer, since it involves familiarity with the "MARKET FOR TAPE RECORDERS". Don't inject your own familiarity with the market to select the wrong answer!

Sample LSAT #2 sec. 3 27; #3 sec. 5 8: These two questions ask "HOW MUCH" and "HOW MANY". The Trick of "HOW" should make it clear that B/D is involved. Your task is to decide that "D" is the correct answer rather than "B"--since you can't answer the question from the Facts.

These questions are a test of your cold-hearted aptitude for the legal profession. Regardless of "HOW MUCH" or "HOW MANY", the question is irrelevant to the Dispute, which does not ask how badly a party will be hurt by the application of a Rule. No bleeding hearts need apply to the legal profession regulated by the LSAT!

Sample LSAT #2 sec. 1 6: This question has "D" as the answer; it also has the words "IN THE PAST." In essence then, this is an extension of the "BEFORE" Trick--a question about a **different time period.** This is a good indication that the Tricks give you an understanding of the logic of the section, as well as simple words to look for. If you find the concept of the Trick, but not hte Trick word, apply the concept in selecting your answer.

Sample LSAT #2 sec. 3 11: This question has "D" as the answer and it also has the word "WHICH". While this is not a Trick-word, you could easily substitute "WHAT" without changing the meaning of the question. Here, again, understanding the logic of the Trick allows you to apply it in questions which do not contain specific Trick-words.

Sample Test 14, 18, 20, 21; June '82 12, 14, 16, 27, 29: All of these questions contain "RECOVER" and are A/C questions. I could have included "RECOVER" in the description of the Legalese Trick. But you should still be able to recognize this and other Legalese terms without memorizing a list of all the Legalese terms that have appeared on the test to date. After all, you should recognize that the Trick involves recognizing that **Legalese applies to the Rules and is an A/C Trick.**

Notice that "RECOVER" appears in bunches. It is this grouping that should give you a clue that the Legalese Trick applies.

June '82 3, 4, 5: These three questions all involve Legalese and are A/C answers. However, the three Legalese terms are not the same. Yes, two are "LIABLE" and one is "WIN ITS SUIT," which are listed in the Trick. But this should not be enough, by itself, to reassure you that all are A/C. It is possible that the odd-term-out could be "WIN ITS SUIT."

In this set of questions, however, you have several reinforcing Tricks that should reassure you that all three are A/C. All three questions contain "WILL." All three questions contain "IF" in the middle. Question 3 contains "DID NOT"; Question 4 contains "HAS NOT"; Question 5 has 5 lines in the question.

Most importantly, this is the first set of questions in the section--the easiest set. This is not the place for Tricks to be disregarded too quickly (See Chapter 2 on TEST DEVELOPMENT).

CHAPTER 4. THE SECTION WITH GAMES

TIMING RULE: 1 1/2 minutes per question; 9 minutes for 6 questions. Since this section is divided into sets of questions, it is more important to remember the **9 minutes for 6 questions** rule. This is approximately the number of questions in each set.

You may wish to be more precise, by remembering:

6 minutes per 4 questions;
9 minutes per 6 questions;
12 minutes per 8 questions.

It is very important that you keep on pace in this section. **Even if you must guess,** move on to the next game at the appropriate time.

This is because **each GAME** is arranged so that easy questions are at the beginning of the question-set, hard questions are at the end. This means that there are easy questions at the beginning of each game. You are hurting yourself if you spend lots of time on the last question of one game, only to guess blindly on the first questions of the last game.

A. THE STRUCTURE OF THE SECTION.

You are not the first person to ask what this section is doing on a test for law school admissions! However, it is on the test. The best thing you can do is to approach the test with the name of this Chapter--**GAMES.**

There will be a total of 24 questions on the section. Thus, this is the section with the **fewest questions**--and points to be gained or lost. This means that you will have **more time per question** than in other sections.

The section consists of 4 or 5 sets of rules followed by between 3 and 7 questions per set. If you have only 4 sets of questions, you will have fewer games, but more questions per games. Flip through the section when you begin to learn how many sets of questions there are.

The trade-off between fewer games and more questions per game involves the **major** Trick of this section is --**BEING NEAT.** When you begin a set of questions, make very sure how many questions there are in the set so that you will **leave enough room to sketch.**

B. THE FREQUENCY OF DIFFERENT ANSWERS IN THE SECTION.

There are at least 3 of every letter, A-E, credited as correct on each of the 12 LSAT sections I have reviewed. There have been no more than 7 correct answers with "A", "D", or "E". There have been 8 "B" answers in one section, but the maximum number of "C" answers has been 6, on four sections. I would not make much of these minor variations in the maximum number of same-letter answers in a single form.

The simple rule to remember as you review your answer sheet, **after you have finished the section,** is **at least 3 of each letter and no more than 8.**

There have been 3 of the same letter in a row only once in twelve forms, but it was the most recent form to be reviewed--and it was the first three answers in the section. Still, it is quite unlikely that there will be 3 of the same letter in a row. If you have 3-in-a-row, **check all three answers.**

Most of the questions in this section ask what **MUST BE.** **This section has only ONE correct answer. Unlike Logical Reasoning, or Reading Comprehension, you are not asked to selecct the "best answer." This means that once you find a correct answer, pick it and move on!**

You are wasting your time if you read through the other options once you find one correct answer. It is possible that you are wrong, but if you find another seemingly correct answer, you will have to decide which one is really correct. You would be making better use of your time if you just picked the first correct answer you find rather than confusing yourself and then trying to unconfuse yourself.

The entire section is riddled with questions that add **individual rules for individual questions**--in addition to the general rules at the beginning of each set. You must limit these individual rules to the individual questions that introduce them. **The rules do not carry-over to later questions in the set.**

As you might have guessed, there are answers in these later questions that seem correct if the individual rules are carried over. Yet, this general mine-field of attractive wrong answers **does not** show up as a pattern in the correct answers.

For example, with the exception of the **last set of questions,** "A" and "B" continue to be correct on the 4th, 5th, and 6th questions in a set. However, when they are wrong, they may appear to be right if you have mistakenly carried over individual rules from previous questions. Thus, the major Trick of this section is to **BE NEAT.**

Since this section has the **most time per question**, you might expect that there will be time-wasting features in the pattern of correct answers.

For example, on the 12 sections I have reviewed, the first question has had "A" as the correct answer only 1 time! This means that on the other 11 forms you were wasting your time reading option "A" to the first question.

On the other hand, the **second** question on the section had "A" as the correct answer on 6 out of the 12 sections--or **50%** of the time. Thus, you were wasting your time reading the other four options once you found that "A" fit the question.

In general, once you find an answer that seems to fit the question, **pick it**. Don't waste time looking at the other options to see if they fit the answer, too.

Just to fill out the first set of questions a little more, "A" has **not** been the correct answer to the **third** question on any of the 12 sections.

Thus, on the first 3 questions in this section, "A" is a 50% bet on the **second** question, but virtually **never** the answer to the **first** or **third** question.

When all **sets** in the section are considered together, "A" continues to be a good bet on the **second** question in the set, but not nearly as good as bet as it is in the first set.

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TRICK: The Second Question in a game is "A" over 30% of the time.

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Frequency Breakdown of Trick:

		A	B	C	D	E	All	%A
A .5	First Set:	6	3	1	1	1	12	50%
A .3	All Sets:	17	10	9	13	7	56	30.4%

When the **last set** of questions is analyzed, "E" was the answer 5 out of 12 times on the first question in the set. On the fourth question of the last set, "A" was **never** the answer; it was the answer only 1 time on the **fifth** question.

Thus, for the last set of questions, you are better off **reading the answers from E to A** to save time.

IF YOU HAVE TO GUESS BLINDLY, PICK "D". This blind guess is intended for readers who spent too much time on the early games and have to guess on the last set.

If you feel like guessing on an earlier game, you should guess "B", since this was the most frequent answer on most forms of this section.

More important that a blind guess, however, is an **informed guess**. You should make an informed guess on the **last question in each set**. This will keep you on pace for the section, so that you will reach the last game without the need to make any blind guesses.

You can make an **informed guess** by recognizing that the last question in each set is the hardest question in each set--that's the way the questions are ordered.

Sometimes it will be obvious why a question is placed last: 1) it may ask for a "**COMPLETE AND ACCURATE LIST**"; 2) it may involve **Roman Numerals**. Both of these questions can be very time-consuming for test-takers who are unaware of the Tricks for attacking these questions. For readers of this book, these questions can become much easier--you can use the Tricks and strategies based on the Tricks to make an informed guess.

On other question-types that appear last in the game, you should adopt a **wise rebel** approach. This means that you should **avoid tempting options and select intimidating options.** Put another way, when several options contain the same name, letter or number, choose one of the other options--test-takers on the pretest were probably attracted to the answer appearing in several options (and they were wrong). You can avoid their fate by making an informed guess that an answer that appears only once will be the correct answer.

Similarly, when one option is longer than the others, pick it! It is likely that test-takers on the pretest were intimidated by the longer answer and tried to save time by looking at the shorter, more inviting options (and they wasted time or chose the wrong answer). You can avoid their fate by selecting a longer answer.

Even if these informed guesses turn out to be wrong on your particular LSAT, you will be ahead of the game because you will be on pace and will be able to pick the correct answer to the easy questions on the last game rather than making a blind guess.

Remember, **it is smart to guess on a hard question; it is dumb to guess on an easy question.** The strategy of guessing on the last question of each game is smart; guessing on the entire last set is not smart!

Of course, if you are already on pace, use the informed guess strategy to begin your search for the correct answer. **Never guess unless you have to.**

C. THE TRICKS FOR BEATING THIS SECTION.

The **major** Trick for this section is to **BE NEAT**. First, this **means** that you should **not** try to do these questions in your head. You should **use paper** to find the answer. This section is little more than a test of your ability to apply rules in a clear fashion to discover the answer.

Normally, you will have **one-half of a page** in your test booklet on which to find the answers to all the questions in a set. Sometimes a set of questions will cover two pages, in which case you will have more space.

For practice, you should limit yourself to a half-sheet to work out the problems. You can do this by cutting a sheet of 8 1/2 x 11 paper in half. On the tests in **The Official LSAT Sample Test Book**, you can use the test booklet, since these are the actual size of the test.

The best way to **BE NEAT** is to use a **highlight pen** in your sketches for each question set. You **MUST** bring a few No. 2 pencils, and you may bring highlight pens. I suggest that you make sure to bring a highlight pen.

When you **first** begin reading the rules at the beginning of each game, **begin sketching** the rules immediately.

You should use initials. The test will not have brown and blue and beige colors in the same set--you will be able to stick to a single letter for each category. In addition, if there are 7 places on a flagpole, immediately put 7 numbers on top of each other.

As you sketch the rules, most will involve conditions relating the various people or objects to one another. You will have to use a shorthand to symbolize these relationships and conditions.

Make up your set of shorthand signals NOW. Don't wait until you are taking the actual test to brainstorm for symbols. This will take you time and probably lead to confusion.

The typical relationships which you will encounter, along with my word-processor approximations of symbols you might use, are:

--A & B Aways together: A--B
--No space between C and D: C:D
--Either E or F: E/F
--Always a space between G & H: G[ ]H
--J Paired with either K or L, but not both:

```
  K
 /
J
 \
  L
```

--M & N Cannot be paired with each other: M-/-N
--O is always with P: O-->P

NOTE: This is not transitive. P need not be with O in all cases. Thus, use arrows.

--Q follows R: R>Q

While this sketching of rules that are already written in the test-booklet may seem like the ultimate of time-wasting, you will find that it is much easier to refer to your own shorthand of the rules in symbols than it is to re-read the written rules every time you get to a new question.

In order to conserve space on the page, you should block out a space for the **original rules**. I tend to do this by writing the rules down the right margin of the page, but that may be because I am left-handed.

One last caution. As you symbolize the rules, you may miss one. **Number each rule** first in the test booklet and then on your set of symbols. If this seems too picky, remember that you may be taking the test on a desk with only one arm in a lecture hall. You need to be very careful as you sketch the rules.

Once you have sketched the general rules and conditions, highlight them. You are ready to sketch the first question. If there are additional rules given at the start of the question, sketch the **additional rules**.

Before you begin looking at the options, sketch in **as much of the scene as you can** on the basis of the general and individual rules. Thus, if you are given general rules about which flags can be placed above one another on the flagpole, and then an individual condition about the flags, sketch the entire flagpole, or as much as you can, based on these rules. You will find that you can often completely fill the sketch.

Only then should you look among the options. Often the correct answer will be obvious once you have done all this sketching. If you look at the options first, the questions may look impossible and you will despair. Once you have sketched, however, the answer will be obvious. In general, **the more sketching you can do, the less trouble** you will have finding the correct answer.

Once you have finished the first question, cross out the **individual** rules and conditions which applied to only that question. This is very important, since the later questions (maybe not the very next question) will have options which will be correct if you carry-over rules from previous individual questions. You need to keep these separate from the general rules which apply to all questions in the set. This is why I suggest using **a highlight pen**--so that you can **separate** the **individual rules** from the **general rules** in the set.

Work through each question in the set with this routine: **sketch the rules and conditions and highlight them, add in as much as you can, find the correct option, cross-out the sketches after you have marked the answer sheet.**

This may seem tedious, but with practice you will see the value of this routine. Without the routine, I fear that you will confuse the general and individual rules. Either you will carry-over individual rules from one question to later ones, with attractive options waiting to trap you, or you will cross out general rules and be unable to fill in the sketch enough to narrow the choice to the correct choice.

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1. TYPES OF GAMES.

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There is a variety of games that appear on all 12 LSAT forms I have reviewed. However, various types of games tend to reappear in different forms. More importantly, the types of games tend to appear in the same place within the section. Thus, certain types of games tend to be relatively easy, and therefore appear first or second in the section. Other types of games tend to appear fourth or fifth in the section and are therefore relatively difficult.

You will have to rely on luck for the selection of games in your test. This list of game types should familiarize you with the most common repititions of game types.

--Lines, Rows, or Columns.

These tend to be the first or second game in a section. They may be the order of finish in a race, the order of flags on a pole, the colors of marbles in a row, the ages of six children, the order of arrival at a meeting, a row of five colored lightbulbs, the order of four types of cars in an 8-car train, or the order of play of piano players.

Each of these games involves your first putting a row of numbers to account for all the people or things. Then, put in the rules. Then, sketch each question's conditions. Since these tend to be the easiest questions, you should be finished with them relatively quickly.

--Sets.

These games consist of various combinations of objects. The number of objects in each combination stays the same, but the color or type of object changes among combinations. You should sketch out the entire combination of sets **before** you begin the questions. You will find that this set of questions then becomes a matter of reviewing each combination to find the correct answer--little additional sketching will be necessary for each individual question.

The combinations could be a desk set of pen, letter opener, paperweight; different types of stores in a shopping center.

--Groups.

These games involve groups of classes, seasonings, or species, which must be combined in specific ways. The groups could also be members of tourist groups--a favorite setting. These games tend to be of medium difficulty, and **definitely** require **symbols** to describe the various conditions. For example, some members of the group must be together, others cannot be together.

In these groups, the sex of members is important. Thus, you need to include a designation of sex in your symbols. This is particularly important when designations such as brother, father, aunt or daughter are used, since sex is implicit in them, as is the order of birth--for certain pairs of designations. Remember that an aunt could be born later than a mother's daughter!

--Rows, Floors.

These games involve grouping members according to a set number of rows or floors. You must sketch the rows or floors first--before you sketch the rules or questions. Remember that you may feel the need to sketch these rows more than one time, for different questions, so leave enough space to do so when you make the first sketch.

--Sitting around a Table.

These games tend to be among the most difficult. It is a little hard to figure out why, unless the circular table confuses test-takers, or unless they try to figure them out **in their head**. Whatever the reason, you should have little difficulty if you sketch the table and all the chairs first, and if you leave enough space to sketch the table and chairs more than once.

This is a place where **the highlight pen** will be important. Some rules will apply to all questions--such as who sits opposite whom--others will be applicable to only individual questions. As you **cross out** your sketchings for one question, make sure you **keep** the conditions that apply to all questions.

--Branches.

These games involve phone lines with specific connections, trails or roads between towns. This will require a sketch of the interconnections **before** you sketch the rules. It will also require **the highlight pen**, since roads or connections will be added for individual questions that should disappear when considering later questions. Although this type of question may sound complicated, it has been the first question set twice and only the third question set once.

As you sketch the towns, place them in a circle. You can draw roads through the circle, or around the perimeter, to keep them from getting confused.

--More People than Places.

These games involve a number of people to be placed in an equal or smaller number of rooms, cars, etc. You will need to sketch the **places first**, and the number and identity of the people off to the side.

You will probably need to sketch the places more than once, so leave room. This may be difficult if you have only one-half page to work with, especially if you must also draw the people in the places. Thus, you will need to depend on **abbreviations** for people; **symbols** for conditions among the people.

--Committees.

These games are a more complicated form of the More People than Places games. They tend to have more conditions, such as districts, parties, sex. This means that your symbols will have to be as complex as the rules, but simple enough that you don't get confused referring to them.

You will have to leave enough room for several sketches of all the committees. This game has been the fourth set twice, the first set once. This difference in apparent difficulty involves the difficulty of questions following the rules

--More Places than People.

These games involve commuters getting off at various stops, with one more stop than commuters. This is an inversion of the More People than Places game, but tends to be a little more difficult, judging from the placement of the game within the section. This is probably because people are trying to do these in their head--after all, the game doesn't look that hard. However, this is one where you will need several sketches of the train, and the highlighter pen for the general and specific rules.

You will find that this last type of game is really much like the first--rows or columns. In general, don't get confused by the setting of the game. There are really a few game-types that get repeated in a variety of settings. Your sketching will disclose the similarities.

This list of game-types is not exhaustive--some games appeared only once and didn't seem that close to any other game-type. However, you should not panic if a game appears on your test that wasn't mentioned here.

Just follow the general rule of sketching the places first, the rules next, and the individual questions individually.

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2. When the question asks for "A COMPLETE AND ACCURATE LIST", the ANSWER has never been "A" or "B".

****

Frequency Breakdown of Trick:

A/B .0	A	B	C	D	E	All	%AB
	-	-	3	6	5	14	0%

There were 14 questions on the 12 forms, with most of them appearing on recently-released forms, which asked for "A COMPLETE AND ACCURATE LIST" of the possible outcomes based on certain conditions. For all 14 questions, the possible answers were limited to "C", "D", and "E"!

****

3. When the question asks for "A COMPLETE AND ACCURATE LIST", The ANSWER has been the longest list over 60% of the time.

****

Frequency Breakdown of Trick:

LONGEST .6	SHORTER	LONGEST	All	%LONGEST
	5	9	14	64.3%

Trick #2 is a direct result of another, more important Trick--the **LONGEST LIST** was usually the correct list. Sometimes there were two equally long lists, but this makes your task relatively simple, choosing between "D" and "E".

This Trick is more valuable than 64% accuracy, since the correct, shorter list, has always been included in the longer, incorrect list. Thus, you should always begin with "E", which will be the longest list, and work up the options.

Compare the lists in "D" and "E", identify the letter in the "E" list that is not in the "D" list. If this extra letter is part of the correct list, "E" MUST be the correct answer, since you are looking for "A COMPLETE AND ACCURATE LIST." You don't have to waste your time investigating the other letters in "E". If the extra letter is not on the list, compare "C" and "D" in the same way.

Once you encounter this type of question, work from "E" upwards, rather than wasting your time on "A" and "B", which will have shorter lists and probably not contain the correct list.

****

4. When the questions asks what is "ACCEPTABLE" or "POSSIBLE", the ANSWER has been "C", "D", or "E" about 70% of the time.

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Frequency Breakdown of Trick:

C/D/E .7	A	B	C	D	E	All	%CDE
	9	8	12	12	15	56	69.6%

The strategy for Tricks #3 and #4 is the same--begin with "E" and work upward. You may have to work all the way back to "A", but the odds are that you will find your answer in the last three options.

The Frequency Breakdown given above could have included the Trick #3 questions as well, since they involve "ACCEPTABLE" or "POSSIBLE" results. However, just to avoid double counting the same question in two similar Tricks, I have subtracted the 14 questions from the Frequency Breakdown.

****

5. Questions with Roman Numerals in the options are TRUE-FALSE questions, in which each Roman Numeral has had an ANSWER which is TRUE over 60% of the time.

****

Frequency Breakdown of Trick:

TRUE .6		I	II	III	All
	TRUE	19	16	17	52
	FALSE	7	10	9	26

This section contains questions which can be called TRUE-FALSE questions scored in groups. They can be identified by the Roman Numerals which precede statements. The Roman Numerals must be selected as TRUE or FALSE and then an option containing the TRUE answers must be selected.

There is a tendency for Roman Numerals in this section to contain TRUE answers. (All of these questions have at least one of the Roman Numerals which are TRUE, since there is never a "None of the Above" option.)

Your task is selecting out the FALSE options, rather than selecting in the TRUE options. These odds won't change the answers--and shouldn't lead to you pick TRUE all of the time. You will be wrong about one-third of the time if you do so. You should be aware of your own tendency to pick TRUE or FALSE when in doubt.

6. When a Roman Numeral is listed 4 Times among the options, the ANSWER for that Roman Numeral has been TRUE 80% of the time.

Frequency Breakdown of Trick:

	TRUE	FALSE	ALL	%T
TRUE .8	8	2	10	80%

This tendency toward TRUE is magnified when a Roman Numeral is listed 4 times.

On THIS SECTION you CANNOT depend on counting the Roman Numerals in the options to identify those which are listed only 2 times and identifying them as FALSE. Instead, there is a slight tendency for Roman Numerals listed only 2 times to be TRUE.

7. When there are Roman Numerals in the question, the ANSWER has been "C", "D", or "E" over 70% of the time.

Frequency Breakdown of Trick:

	A	B	C	D	E	All	%C,D,E
C/D/E .7	3	4	6	6	8	27	74.1%

As a result of the tendency to have TRUE Roman Numerals, there is a tendency for the correct answer to be "C", "D", or "E". This is because these letters tend to have more Roman Numerals in them. Only 7 out of 27 questions with three Roman Numerals had only 1 TRUE answer.

8. When the question asks what is "LEAST", the ANSWER has never been "D" or "E".

Frequency Breakdown of Trick:

	A	B	C	D	E	All	%DE
D/E .0	1	2	2	-	-	5	0%

This Trick seems reasonable, even if it is only based on 5 questions. This is because it is unlikely that the test-makers would include a relatively high number as the "LEAST" number of possible situations. As this Trick shows, they haven't.

Also notice the tendency for "B" and "C" to be correct. It also seems reasonable that the answer to "LEAST" questions will not be the least answer.

9. When the question asks what is "MOST", the ANSWER has been "B" or "D" over 60% of the time.

Frequency Breakdown of Trick:

	A	B	C	D	E	All	%BD
B/D .6	3	6	3	5	1	18	61.1%

This Trick is similar in conception to the "LEAST" Trick, but with slightly different results. Notice that "E" was the answer only 1 time--the highest number was rarely the answer to a "MOST" question. It seems that the test-makers are reluctant to put the "MOST" answer as the lowest option either, although they have 3 times. Their preference is to put it as the second lowest or second highest.

As you pick the correct answer, look at B and D first. Do not pick either one blindly, or you will probably be wrong. These Tricks, like most Tricks in this book, are offered as time-savers, not as gambling devices.

10. When the answer options form a rectangle, work with 1 Rule at a time.

There have been 27 questions in this section with answer options that form a rectangle--all the options are of equal length. They can be intimidating at first, because a jumble of letters, numbers or names is staring at you. Where do you start?

The simple method of attacking this type of question is to start with the first rule of the game. Use this rule to evaluate all five options. Since most questions of this type ask what is "ACCEPTABLE", "POSSIBLE" or "COULD BE", you can eliminate any option that is unacceptable under the first rule. When you find such an option **cross it out completely**. It won't get any better the second time you look at it. Often you will find that the first rule will eliminate two or three options.

Then use the second rule to evaluate the remaining options. Cross out those that are unacceptable. You will find that this intimidating option type is really a quick, simple question. Rather than being intimidated, you should feel glad you found one of these questions--and you should probably gain time for other questions.

Even though there is a slight tendency for these questions to have "D" or "E" as the answer when they ask what is "ACCEPTABLE" or "POSSIBLE" or what "COULD BE", it is more important to follow the **one rule at a time** strategy.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

11. When a question asks "WHAT ADDITIONAL INFORMATION IS SUFFICIENT", select an option with a letter, number, or name that did not have conditions put on it in the original game.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

This question-type appears rarely, but it is usually the last question in a game--indicating that it is relatively hard. You may feel pressed for time.

You can save time and be accurate by looking for options which contain a letter, number, or name that didn't have a condition put on it in the original game. This makes sense, and it is accurate.

This last Trick should highlight a general strategy that you should have picked up by now. **Scanning the answer choices** is often more important that sketching the game. Too many test-takers feel that this section is just a sketching exercise. While it is true that neat sketches are essential, you can often save more time and gain accuracy by wisely picking which option to begin with. Don't start with "A" just because it comes first.

Often a question is difficult precisely because most test-takers can be relied upon to begin with "A" and work to "E". They will waste time and often decide that an early option is correct--when it isn't. If you make an informed choice of which option to examine first, you will save time and increase your accuracy rate.

D. HERE ARE EXAMPLES OF THE TRICKS FROM OFFICIAL PUBLISHED MATERIALS.

Designations Used:

Preparation Material. Questions with explanations in booklet included with LSAT registration packet.

Sample Test. Short sample test included in booklet containing Preparation Material.

June '82. Full-length LSAT given in June 1982. This form of the LSAT was published in **The Law Package**. It is also the first form of the "new" LSAT scored on the 10-48 scale.

Sample LSAT #1, #2, #3. These are published in **The Official LSAT Sample Test Book**. There are four scored sections from a single LSAT form in each Sample LSAT, plus two scored sections from other LSAT forms which are designated as "Pretest Sections" in the Book, in order to give you the opportunity to practice with a 6-section LSAT similar to the one you will actually take.

***** This question has an answer which does not agree with the Trick. You should study these questions with particular care to assure yourself that you will be able to identify those questions which do not fit the Tricks. Remember, most of these Tricks have exceptions.

1. TYPES OF GAMES.

--Lines, Rows, Columns.
Preparation Material 1-3
Sample Test 19-24
June '82 1-6
Sample LSAT #1 sec. 2 1-4, 16-20
sec. 4 1-7, 8-13
Sample LSAT #2 sec. 6 7-12

--Sets.
June '82 7-11, 21-24
Sample LSAT #1 sec. 4 19-25

--Groups.
Preparation Material 4-7
Sample Test 1-6, 7-13
June '82 12-15, 16 -20
Sample LSAT #1 sec. 2 5-10
sec. 4 14-18
Sample LSAT #2 sec. 6 1-6
Sample LSAT #3 sec. 3 1-4

--Rows, Floors.
Sample LSAT #1 sec. 2 11-15
Sample LSAT #3 sec. 3 5-8

--Sitting Around A Table.
Sample LSAT #1 sec. 2 21-24
Sample LSAT #2 sec. 6 19-24

--Branches.
Sample LSAT #3 sec. 3 9-14

--Committees.
Sample LSAT #3 sec. 3 15-18

--More Places than People.
Sample LSAT #3 sec. 3 19-24

2. "A COMPLETE AND ACCURATE LIST"--Eliminate "A", "B": AB .0
Preparation Material 2*, 7
Sample LSAT #2 sec. 6 5, 12, 21
Sample LSAT #3 sec. 3 20

3. "A COMPLETE AND ACCURATE LIST"--Pick the Longest List: L .6
Preparation Material 2*, 7
Sample LSAT #2 sec. 6 5, 12* 21
Sample LSAT #3 sec. 3 20

4. "ACCEPTABLE," "POSSIBLE"--Pick "C", "D", "E": CDE .7
Preparation Material 4
Sample Test 6, 23
June '82 1, 13*
Sample LSAT #1 sec. 2 16, 20, 24
sec. 4 17, 18, 20*
Sample LSAT #2 sec. 6 4, 7*, 8, 9, 13
Sample LSAT #3 sec. 3 1, 4, 5, 8

5. TRUE-FALSE--Pick TRUE: T .6
Preparation Material 3, 5
Sample Test 4, 5*, 10, 13
June '82 3, 4, 11, 12, 19, 21
Sample LSAT #1 sec. 2 1*, 21*
sec. 4 3*, 11, 12, 21*
Sample LSAT #2 sec. 6 9
Sample LSAT #3 sec. 4, 22

6. Roman Numeral Listed in 4 Options--Pick TRUE: T .8
Ssample Test 4, 5, 10
June '82 21
Sample LSAT #1 sec. 4 33, 11, 21*
Sample LSAT #2 sec. 6 9
Sample LSAT #3 sec. 3 4

7. "TRUE-FALSE--Pick "C", "D", "E": CDE .7
Preparation Material 3, 5
Sample Test 4, 5*, 10, 13
June '82 3, 4, 11, 12 ,19, 21
Sample LSAT #1 sec. 2 1*, 21*
sec. 4 3*, 11*, 12, 21*
Sample LSAT #2 sec. 6 9
Sample LSAT #3 sec. 3 4, 22

8. "LEAST"--Eliminate "D", "E": DE 8.
Sample Test 17, 18
Sample LSAT #1 sec. 2 19
sec. 4 16

9. "MOST"--Pick "B", "D": BD .6
Preparation Material 6
Sample Test 1*, 2, 19, 20*, 21
Sample LSAT #1 sec. 4 5*
Sample LSAT #2 sec. 6 22*
Sample LSAT #3 sec. 3 8

10. Answers in a Rectangle--Work One Rule At a Time.
Preparation Material 1, 4
Sample Test 23
June '82 1, 5, 13, 16
Sample LSAT #1 sec. 2 4, 17, 24
sec. 4 14, 17
Sample LSAT #2 sec. 6 4, 8
Sample LSAT #3 sec. 3 7

11. "ADDITIONAL INFORMATION"--Look for item without conditions.
Sample LSAT #1 sec. 4 6

E. COMMENTARY ON THE TRICKS:

Sample Test 19-24. This is an example of a simple game-type that is made difficult by the rules involved. You should be able to quickly write the numbers 1-8 as soon as you begin reading the general rules. However, you will have to develop your own set of symbols on the spot to represent the rules for building a protein. This should be easier if you already have a basic set of symbols.

If you are uncomfortable with the biology terms in this question, stick to the letters for each molecule and enzyme. As you sketch the rules, make sure you separate the molecules from enzymes. You don't have to understand the biology involved to sketch the rules.

June '82 7-11. This game is a perfect example of the **advantages of sketching completely** as you begin the set of questions. Once you have used initials to describe each assortment, the questions are simple--no further sketching is necessary. However, if you try to refer back to the written description of the assortments, you will be spending too much time re-reading and miss the easy comparisons made possible with initials. More importantly, you will not have all the assortments completely specified. If you sketch, each assortment can be completely described.

This game is unusual, since it only requires a single sketch of the rules. You should have no trouble with too little space, even though you have less than half a page to write in.

June '82 21-24. You will notice that the last question is #23. This is because the original #24 was not scored--it was found to be defective after the test was given. This points up a problem you may face on your test--defective questions.

The biggest danger for you is spending too much time on a question that turns out to be defective. If this were a pre-test section, you could expect to encounter several defective questions. Don't let these questions throw off your time allocation. Pick an answer that seems to fit the question.

Remember, most of these questions as what "MUST BE." Only one answer is possible. Once you find it, pick it! Don't waste time looking for another answer that also fits the question. If you find a second possible answer, either you have made a mistake, or the test-makers have made a mistake. In either case, you are better off spending your time answering other questions.

June '82 12-15. This is the classic Group-game. It has couples, which means sex designations. You should practice sketching this game--even if you have already done it once. It will give you practice in including a variety of conditions in your sketch.

Notice that you have very little space for sketching, even though there are only 4 questions in the set. You may be drawing several sketches, although #13 probably does not need a sketch, just check off the correct answer. Notice that "A" is the answer. As soon as you decide that "A" is "ACCEPTABLE", pick it and go on! Don't waste time confirming that B-E are unacceptable.

June '82 13. This question does not fit the Trick of Pick "C", "D", "E"--and you are wasting time in this question reading from "E" to "A". You might avoid this problem by noticing that #13 is the second question in the set. This means that "A" is a likely answer. You may have looked at "A" first if you recalled this Trick.

When you get a question such as this, with two different Tricks or strategies, you must pick between them--but only as a guide to scanning the answers. Whichever strategy you adopt, remember that the **general strategy** of picking the **first "ACCEPTABLE" answer** continues to apply. The scanning strategy is just designed to find that answer quicker. You are defeating the purpose of the strategy if you continue to read the options after you have found an "ACCEPTABLE" answer.

Sample LSAT #1 sec. 2 5-10. This is another example of a game in which sex designations are essential. In this game, the sex designations are obvious, if implicit, in such titles as father, mother, brother, sister, etc. As you sketch the relationships, make sure to make the sex designations explicit. If you don't, the initials you select will obscure the obvious.

Sample LSAT #3 sec. 3 15-18. This game is one of the most complicated in terms of sketching the conditions. Practice sketching this game. Then sketch it again until you are satisfied with your diagram. If you can quickly sketch this game, you should have no trouble with any of the games on your LSAT.

Remember, it is generally better to review games and questions you have trouble with rather than to consign them to a corner of your memory and try another. You will learn more from reviewing your mistakes than you will by making more mistakes!

June '82 16-20. I have labelled this a **Group** game. However, it might be more useful to think of this as a **Rows, Floors** game-type. The major purpose of categorizing the game-types is to focus your sketching on certain characteristics of the game. Here, the different graduation years perform the same function as floors do in a building-elevator game. You should conceptualize your sketch before you begin drawing. You will waste both time and space if you begin sketching the wrong diagram.

Sample LSAT #1 sec. 2 21-24; #2 sec. 6 19-24. These two table games appear at the end of the section. Yet I can't figure out why they are last. They don't seem that difficult. Try them yourself.

If you agree that they are fairly easy, then you should really be convinced of the value of **keeping on pace** so that you have time to consider the last game. Wouldn't you hate to have to guess on these games when you could select the correct answers with sufficient time?

Sample LSAT #3 sec. 3 9-14. This village game shows the value of drawing in a circle when connections are involved. You can draw through the center or around the perimeter to avoid confusion. In addition, it shows the value of using a highlighter--roads keep appearing in individual questions, but do not stay for the remaining questions. The one-time-only roads make this game tricky. The long questions that begin #11-14 also make the game time consuming, but not difficult.

Preparation Material 2. This question does not fit the Trick for "COMPLETE AND ACCURATE." Yet it shows up the value of the **strategy: start with "E" and move up.** The longest list, even though it is incorrect, contains the shorter, accurate list. By working with the longer list first, you discover the correct shorter list.

Notice that the accurate list was contained in both of the longer lists. You cannot count on this being true, but you can count on the **shorter list being contained in at least one of the longer lists.**

Sample LSAT #3 sec. 3 2. This question also shows the value of **scanning the options** before beginning the question. If you begin with "A" and work your way through to the correct answer "E", you may get confused and pick a wrong answer, or at least you will have spent a lot of time on the second question in the section.

You could save time and gain accuracy by noticing that only X is limited to one position on the team--center. Since the question asks who the center must be, start out with X and see if you can construct a team. Since there is only one correct answer, you can be confident that "E" is correct without looking at the other four options.

Sample LSAT #1 sec. 4 11. This question also shows the value of **scanning the options.** It is very unlikely that I is TRUE, since it appears in only one option. Since II appears in four options, you may be willing to assume that it is TRUE. If you then look at IV before III, because there is no II only option and you are deciding between "B", "C" and "E", you can arrive at the correct answer with a minimum of time spent.

Sample LSAT #2 sec. 6 22: This is another question that is better answered by understanding what is at issue, rather than by starting with "A" and working down.

When there are three people to be distributed, there are 6 possible arrangements:

123	213	312
132	231	321

Since one of the people has a restriction, there are only four possible arrangements. You should study and remember this for possible use on your LSAT!

Sample Test 4, 5, 10; June '82 21. These questions are good practice for counting Roman Numerals. Notice that each question has one Roman Numeral listed in 4 options. This means that there is a better-than-80%-chance that this statement is TRUE. This should be the first statement you read. Don't just assume it is TRUE.

On the last set of questions, such as #21, you may feel time pressure. You can guess that I is TRUE and skip reading it altogether. Since this is in the last set of questions, it may be better to make an intelligent guess quickly than to waste time you could use looking at the very last questions.

Sample Test 10. This question fits the Trick, but only after you corectly identify the question-type. When a question has both "MAXIMUM" and "MINIMUM" in the statement, you must be careful to recognize what is being asked.

You should have sketched the "MAXIMUM" number of games as you sketched the rules in the first place. If you didn't, you will waste lots of time just re-reading the rules to get to the last words which describe the "MAXIMUM" number of games.

June '82 6. This is the last question in the game and one of the two longest answers is correct. You should begin by looking at these two longest answers, rather than "A".

June '82 11. This is the last question in the game, and II and III are TRUE--fitting the Tricks. However, I is much longer, and FALSE. Don't do what people on the pre-test may have done: assumed that the longest question was TRUE as well. If you begin with the longest question, find it is FALSE, then you can use your Trick to guess II and III are TRUE.

Sample LSAT #1 sec. 2 4. This is the last question in the game. Notice that 1 appears in the front of two options, and that 8 appears at the end of another two options. The correct answer is the odd one, with neither 1 nor 8!

Sample LSAT #1 sec. 2 28. This is the last question in the game. Notice that the correct answer is the only one with two people in the same position that they were in before the tournament began. It seems unlikely that this would be the correct answer. But, since this is the last question in the game, this unlikelihood turns out to be the clue to picking the correct answer quickly.

Sample LSAT #2 sec. 6 6. This is the last question in the game. Here, again, the longest option is the correct answer. Is it possible that people on the pre-test were intimidated by this long answer, with "MAXIMUM" stated twice, and instead worked through the other four shorter options first?

Sample LSAT #3 sec. 3 14. This is the last question in the game. It is quite unlikely that "E" is correct here--the jump in answer length is just too great. (Imagine how such questions are put together.) Likewise, it is unlikely that "A" is the correct answer, since S appears only in "A" and the question asks what "could NOT" be. Too many people would be attracted to "A" for it to be the answer to the last question in the game.

As you review these guessing strategies, recall that, ideally, they are clues about where to start looking for your answer. **Don't guess unless you have to in order to stay on pace.** Nevertheless, it is much better to achieve only a random success rate on the last question of each game (1/5), than it is to guess on the entire last game. You should be able to figure out several of the questions on the last game quite easily.

CHAPTER 5. THE SECTION WITH READING COMPREHENSION

TIMING RULE: 8 minutes per passage. This rule is simple to remember and gives you an extra 3 minutes to check your answers after you have finished the four sets of questions.

This Timing Rule does not take account of the variation in the number of questions following each passage, which could range from 5 to 8 questions. Instead, the simplicity of the Timing Rule should allow you to keep on pace without calculating an exact pace for each set of questions following a passage

A. THE STRUCTURE OF THE SECTION.

This section consists of four reading passages and 28 questions following the passage. **The main trick of this section is wisely managing your time.** If you do, you will have adequate time to consider the questions following the last passage.

You can manage your time by allocating the 35 minutes among the four passages based on your **familiarity with the subject matter of each passage.** Ordinarily you will be able to work more quickly on passages with familiar subjects--unfamiliar subjects will usually take you more time to complete. **Thus, as you begin the section, flip through the four passages** just to make note of the topics covered in each.

A list of the topics covered in previous sections is included below. As you read through the list of previous topics, make a mental note of which topics would be familiar to you and which would probably take you more time. This will be good practice for the actual test.

You can also manage your time by **identifying those questions which reward a rereading** of the passage and which **do not reward a rereading.**

You can also **learn where to look in the passage** for correct answers. This information will be detailed in section C of this chapter.

Finally, you should remind yourself that this section of the LSAT, like all sections, is arranged so that **easier questions appear at the beginning** of the section and **harder questions appear at the end.** Since each passage has a separate set of questions following it, this section arranges **passages** so that the easiest **set of questions** follows the first passage, the hardest set follows the last section.

This means that your original feelings about the familiarity of the topic will have to be modified with the understanding that a familiar subject matter in the last passage will be the hardest overall passage on the section. You may have less difficulty than most test-takers with this section, but consider the overall difficulty of the question set as you read the passage and questions.

As you choose which passage to read first, use your **familiarity with the topic**, and your **knowledge of the difficulty** of the question set to decide. For example, if you notice that the most familiar topic is the last passage, you may want to concentrate on that passage first so that you will have enough time to use your familiarity to answer the hardest question set. On the other hand, if you find an unfamiliar topic in the last passage, you might consider ignoring the passage completely.

If you have a target score that is less than perfect, this strategy may be valuable if it allows you to spend more time on the three question sets that remain. Of course, you wouldn't want to ignore the last passage if the topic is familiar just to spend more time on earlier passages with less familiar topics. I can't offer you specific advice, but these are the factors you should consider.

B. THE FREQUENCY OF DIFFERENT ANSWERS IN THE SECTION

The five options, A-E, are distributed fairly randomly throughout all the reading comprehension sections on released LSAT forms. **There have been at least two of each answer** on each section. There have been **as many as 9 answers** with the same letter on a single section. Thus, you should not be surprised to find a **wide disparity** in the **number of letters** you choose. But you should be wary if you choose only 2 of any letter, or 10 of the same letter.

There is a **slight tendency** for **more** answers to be "B". There have **always** been **at least 5 "B" answers** on a section and only "B" has appeared as many as 9 times on a single section. The letters **"A" and "E"** have **never** been the **most frequent** choices on any section of reading comprehension. Not surprisingly, the letter B has never been the least frequent answer.

Beware if you pick the **same letter 3 times in a row.** This has only occured once in all twelve forms I have reviewed. Since this pattern includes carry-overs from two sets of questions, you should look for 3-or-more only **after** you have finished the **entire section.**

IF YOU HAVE TO GUESS BLINDLY, PICK "B". This blind guess should be used only if you have no time to consider a question, or a set of questions following a passage. You might decide to skip a passage and to guess instead. If you do, you should know that there have been slighly more "B" answers on previous sections.

You may also decide to wait until you have finished the other question sets before selecting your blind guess letter. In this case, you should compare the number of times you have selected each letter. Pick the letter you have chosen least often and use this letter to fill in you blind guesses.

Remember, you will benefit from whatever luck is involved in selecting a blind guess letter only if you use the **same letter** for all of your blind guesses.

If you have time to consider a question, you should guess on the basis of your analysis and on the basis of the Tricks that follow. These will be informed guesses, not blind guesses. In these cases, you will not be making a blind guess and you will not have to select the same letter for each guess.

C. THE TRICKS FOR BEATING THIS SECTION.

The **primary trick** on this section is **time allocation**. With four sets of questions to be completed in 35 minutes, you should **budget about 8 minutes** for **each set** of questions, with 3 minutes left to review your work. Most of this 8-minute period should be spent reading the **questions** rather than the passage.

Ideally, you should read the passage fairly quickly, getting a general idea of the subject matter and of how the passage is organized in paragraphs so that you know **where to look for information**.

Take particular note of **transitional words**, such as: "YET", "HOWEVER", "NONETHELESS", "BUT", or "WHEREAS". These words indicate a change in thought. They also frequently have correct **answers following them**. Similarly, wrong answers may immediately precede them. When you find a transitional word, **highlight it**

A list of the topics of all Reading Comprehension passages on released LSAT forms is provided below. The number of the test appears on the line above the four passages. Recall that the passages are arranged in **ascending order of difficulty**. Actually, it is the difficulty of the question set that determines the placement of the passage, but since you can only review the topics, you will get an impression of which types of passages have more difficult question sets.

Notice also that a large number of passages consider topics that involve **minority groups or women**. This is a conscious decision by the test-makers to include these passages. If you are a woman, or a member of the minority group mentioned, you may have an approach to these passages that reflects your **own** experiences and background. However, recall that the LSAT is normed on a test-taking population that is primarily made up of **wealthy, white males**. It is **their** approach to the questions that determines the difficulty and the correct answers. (See Chapter 8 on TEST BIAS).

After the description of the topic, two numbers will appear. The first indicates the **number of questions** following the passage. Notice that some passages have only 5 questions, others have 8 questions. You may want to concentrate on those passages with more questions, rather than waste a lot of time reading a passage that has only 6 questions following it when another passage had 8 questions that you didn't have time to consider.

You may wish to skip an unfamiliar passage if it has only 6 questions following it. You may be wiser spending your time answering the 8 questions that follow a more familiar passage. Remember, all questions count the same. You are rewarded for correct answers, not necessarily for trying all the questions.

The second number is the number of "ACCORDING TO THE PASSAGE" questions (See explanation below). This is an indication of how many times you can profitably re-read the passage while answering specific questions. Some passages are followed by several of these questions, which means you should be reading this passage quite a few times. Other passages are not followed by any such questions. These passages should be read only once.

3ELS1
--Developing countries & appropriate technology. 6,2.
--Black spiritual music. 8,1.
--Styles of legal research. 7,1.
--Reasons for the failure of socialism in the U.S. 7,-.
3ELS2
--Women in the European labor market. 7,3.
--The role of rituals in society. 8,-.
--Black artists of the 1920s. 6,-.
--Revolution in the electronic media. 7,1.
3ELS4
--Black characters in novels by whites. 7,3.
--World population growth. 6,-.
--Regional control of water management. 8,1.
--Impact of geography on English history. 7,1.
3FLS1
--Customs of Kwakiutl Indians. 6,1.
--Regulation vs. non-regulation of corporations. 8,4.
--Billie Holliday's contribution to jazz. 7,3.
--Regulation of Polyvynal chloride (PVC). 7,1.
3FKLS3
--Elizabeth I and her choice of Protestantism over Catholicism. 7,1.
--The history and goals of the civil rights movement. 7,3.
--Ethics of experiments on human subjects. 6,2.
--Bebop of 1950s vs. Hot Jazz of the 1920s. 6,2.
3FLS4
--Lau v. Nichols & non-English-speaking students. 8,2.
--Native American women. 6,2.
--Public participation in technological decision-making. 8,1.
--Modern architecture. 6,1.
3FLS6
--Queen Mary, first woman ruler of England. 8,3.
--Afro-American literature and folklore. 7,1.
--Greek city-state legal systems. 5,-.
--Worker participation in Western European factories. 8.2.
3FLS8
--Social structure of Southern plantations. 8,1.
--Toxic waste disposal in landfill. 6,-.
--Metropolitan governing systems. 7,2.
--Jane Austen & literary critics. 7,2.
3GLS2
--Harlem Renaissance of the 1920s. 7,-.
--Adoption of hybrid corn by Iowa farmers. 7,1.
--Western attitudes toward death. 8,1.
--Inheritance of reading disability. 6,1.

3GLS3
--Management of wildlife reserves. 7,3.
--Romanticism in Nineteenth-century Europe. 7,1.
--Roger Williams' challenge to the English patent in New England. 6,-.
--Activist groups of the elderly. 8,1.
3GLS5
--Labor-management relations in industrialized England and the U.S. 8,1.
--Rise of Etruscian culture and religion. 7,3.
--Survey of methods of scientific policy-making. 6,-.
--Harlem Commonwealth Council and black capitalism. 7,1
3GLS7
--Government regulation of medical technology. 6,2.
--Black novelists: Ralph Ellison, Charles Johnson, Leon Forrest, John Wideman. 8,2.
--Puritans' religious beliefs and church systems. 6,2.
--Political change in Western Europe. 8,2.

****
1. When the question begins with the words: "ACCORDING TO THE PASSAGE," look back at the passage for the ANSWER.
****

A large number of questions in this section begin with "ACCORDING TO THE PASSAGE," "THE AUTHOR STATES," or other similar introductions. The number of these questions after each passage was listed at the end of each topic summary above.

These questions are worth noticing, since the answers to these questions are normally found in **explicit terms** in the reading passage. In a sense, these questions are "Reading Accuracy" questions. You are hurting yourself if you rely on your memory to answer these questions--you **should be rereading** the passage.

I suggest that you find these questions **before** you begin reading the passage. You will know whether there are several of these questions in the set, in which case you will be rereading the passage several more times, or whether there are no such questions, in which case you will only be reading it once.

After you have read the passage once, you may wish to go directly to the "ACCORDING TO THE PASSAGE" questions and reread the passage immediately one or more times **before considering the other questions.** This is fine, as long as you are careful about filling in your answer sheet correctly. **Skipping around** in question order **increases your risk of mismarking** the answer sheet.

This advice is particularly valuable when an "ACCORDING TO THE PASSAGE" question is the **last one in the set**. For most test-takers, this question will be unnecessarily difficult--because they will rely on their memory rather than reread the passage. After all, as the last question in the set, it occurs when the greatest time pressure becomes evident.

You can avoid this difficulty by taking the question out of order. You will increase your chances of correctly answering the question by rereading the passage. You will also be improving your understanding of the passage so that questions which do not ask "ACCORDING TO THE PASSGE" will benefit from your rereading of the passage. You would not get this benefit if you saved the question until you had finished the others in the question set.

As you reread the passage to find the answers to "ACCORDING TO THE PASSAGE" questions, you should have a general idea of **where the answer appears** based on your first reading. I have found a tendency for the correct answers to appear in the last **sentence of paragraphs**.

Once you have finished the "ACCORDING TO THE PASSAGE" questions, **do not re-read** the passage to answer questions which begin "IT CAN BE INFERRED" or other such questions--the answers to these questions **do not appear explicitly** in the passage.

You are not managing your time wisely if you reread the passage for questions which will not be explicitly answered by the passage. Instead, use your time to study the options in these questions. Remember, it is normally **more important** that you read the **questions** carefully rather than the **passage**.

****

2. When the question asks for the "PRIMARY PURPOSE OF THE PASSAGE",
the ANSWER has never been "A".

****

Frequency Breakdown of Trick:

A .0	A	B	C	D	E	All	%A
	-	8	9	7	9	33	0%

A large number of questions begin with "THE PRIMARY PURPOSE OF THE PASSAGE," or "THE AUTHOR IS PRIMARILY CONCERNED WITH," or other similar phrases with the word "PRIMARY" or "PRIMARILY" included. Often this is the first question in the set. There were a total of 33 such questions in the twelve forms I have reviewed.

Surprisingly, the answers for these 33 questions were evenly divided among B, C, D, and E. **There were no questions with A as the correct answer.**

This Trick--**eliminating A** from the possible correct options on **"PRIMARY" questions--seems** to work because these questions **serve as time-wasters.** Since they often appear at the beginning of a set of questions, the test-makers want you to waste a little time reading a wrong "A" option.

You should be aware that this Trick does not work on the GMAT Reading Comprehension section, so it is not necessarily an ironclad trick, but it has been 100% accurate on the LSAT to date.

3. The First Word in "PRIMARY" questions--Keep it Simple.

The following list includes **all** the words which have appeared **more than once** as the **first word** of a **correct answer** of a "PRIMARY" question. Also listed is the number of times the word has appeared as the first word of an option in a "PRIMARY" question, but of a wrong option.

WORD	# RIGHT	# WRONG
Point out	4	5
Discuss	3	3
Present	3	1
Argue for	2	9
Describe	2	5
Advocate	2	1
Support	2	-
Assess	2	-

This list indicates that the recurring words that begin correct options are quite **simple**. Thus, "POINT OUT, DISCUSS, PRESENT, DESCRIBE, SUPPORT, and ASSESS" can be grouped as relatively straightforward, **simple** words. They are in everyone's vocabulary. More importantly, they are straightforward beginnings to the statement contained in the option. Only the terms "ARGUE FOR," and "ADVOCATE" have a more complex function in beginning the statement. To recall this Trick, I suggest that you recall **"POINT OUT, DISCUSS and DESCRIBE"** as typical words.

Of course, as you look at the list, you will see that **few** of these words are **good bets**, in and of themselves. For example, "POINT OUT" begins a correct option most often--4 times--but it begins wrong options 5 times. "ARGUE FOR" is even worse; it begins correct options 2 times, but wrong options 9 times. Thus, this list is not useful in the way lists contained in the Chapter on FACTS, A DISPUTE, RULES, AND QUESTIONS can be useful.

This list is provided to make you aware that the correct option is usually **not preceded** by a **complicated, argumentative, or comparative word**--it is usually begun by a simple word. You cannot bet on any single word with great certainty, but the overall pattern of **simple words** beginning correct answers is valuable.

The following list contains words that were right once, along with the number of wrong appearances. The bottom of the list contains words that were **never** right, but appeared at the beginning of wrong options more than once. You should not memorize this list, but just get a flavor of the two types of words.

WORD	**# RIGHT**	**# WRONG**
Challenge	1	-
Examine	1	-
Survey	1	-
Weigh	1	-
Evaluate	1	1
Give	1	1
Question	1	1
Contend	1	2
Contrast	1	2
Summarize	1	3
Explain	1	4
Refute	1	4

Criticize	-	7
Compare	-	4
Propose	-	4
Suggest	-	4
Encourage	-	3
Exposing	-	3
Report	-	3
Correct	-	2
Defend	-	2
Illustrate	-	2
Initiating	-	2
Introducing	-	2
Outline	-	2
Prove	-	2
Review	-	2
Trace	-	2
Urge	-	2

Among words which have appeared once in a **wrong** option are: "REBUT, PRESCRIBE, REFINE, POSE, CLASSIFY, DIFFERENTIATE, DISTINGUISH, CONVINCE, ELABORATE, RECOMMEND, REVEAL, INSIST, DISCREDIT, CENSURE, REJECTING, REVISING, MODIFYING, EMPHASIZE, and MARSHALL." You should recognize that words such as "REBUT, CONVINCE, DISCREDIT, CENSURE, REJECTING, and REVISING" are **too active** for this type of question. They involve too much opinionating--as opposed to "POINT OUT, DISCUSS, and DESCRIBE," which are **much more passive**. This distinction is particularly important on the LSAT!

You might have thought that a test for would-be lawyers would want you to pick words like "REBUT" or "MARSHALL," but these words were **wrong** the one time they appeared. You could avoid the attractiveness of these wrong options by remembering to **keep it simple**.

****

4. When the question asks what is "MOST LIKELY", the ANSWER has been "C" about 40% of the time.

****

Frequency Breakdown of Trick:

	A	B	C	D	E	All	%C
C .4	8	7	18	8	5	46	39.1%

There were 52 questions that asked what was "MOST LIKELY" or "LEAST LIKELY". Usually the "MOST LIKELY" questions asked about the author of the passage. For example, "THE AUTHOR WOULD MOST LIKELY AGREE WITH WHICH ONE OF THE FOLLOWING?" In the test typeset, "MOST LIKELY" is usually not capitalized or underlined to emphasize the words. You will have to recognize them yourself. When you do, the odds are **2 times better than chance** that the **correct answer** is "C". Notice that none of the other four options were correct half as often as C was correct.

Of course, like many Tricks, this is less than fool-proof. If you follow it blindly you will be wrong 60% of the time. However, you should give a good, **first look** at "C" when you come to one of these questions. You can save yourself some time if "C" is actually the answer. Notice too, that "E" was the **least frequent** answer to "MOST LIKELY" questions--5 out of 46 times, or 11% correct as opposed to a random 20%.

****

5. When the question asks what is "LEAST LIKELY", the ANSWER has never been "A".

****

Frequency Breakdown of Trick:

	A	B	C	D	E	All	%A
A .0	-	2	1	2	1	6	0%

The words "LEAST LIKELY" appeared in only 6 questions, and "A" was never the right answer. This may not seem worth noting as a Trick, but it does seem to fit the logic of the previous Trick. It seems plausible that test-writers will construct questions with a range of opinions that will not have "A" as the correct option.

In general, "LEAST LIKELY" questions will be **difficult** because they ask for a **negative-type opinion**. Be careful not to pick an answer that seems reasonable to you, but is rather likely, not "LEAST LIKELY".

****

**6. When there are Roman Numerals in the question,
the ANSWER has never been "E".**

****

Frequency Breakdown of Trick:

E .0	A	B	C	D	E	All	%E
	3	9	5	4	-	21	0%

There were 21 questions which included **3 or 4 statements after Roman Numerals.** The A-E options are choices among the Roman Numerals. You will only be scored for your selection of A-E, but you are really being tested in a TRUE-FALSE format.

Before you can choose A-E, you must first decide whether each of the Roman Numeral statements are TRUE or FALSE. You must decide whether **each statement** is TRUE or FALSE. Do this by **marking a T or F** in front of each option.

You should have **at least one F** in the group of Roman Numerals. There has **never** been a TRUE-FALSE question in the Reading Comprehension section with all of the Roman Numerals TRUE. Thus, there has **never** been a TRUE-FALSE question with "E" as the correct answer, because "E" includes all of the Roman Numerals.

As you can see, besides eliminating "E", you should **look carefully at "B"**, since it was the correct option 43% of the time, or **twice random chance.**

As you take this type of question, you should also take stock of your own personality. Research has confirmed that different people have different "Response Styles." Some people tend to answer TRUE when they are uncertain, others tend to answer FALSE. There is no general way to advise you, therefore.

You must determine for yourself whether you are likely to answer TRUE or FALSE when you are uncertain. You can do this by examining your responses on the practice LSAT questions you take, or any other true-false questions you may have taken in school. You may also simply ask your friends if you are gullible or skeptical. Somehow you should know what your tendency is and try to avoid the tendency when you take the test.

****

7. When the question says "ACCORDING TO THE PASSAGE" and includes Roman Numerals,
Roman Numeral I has been TRUE every time.

****

I - T 1.0

Frequency Breakdown of Trick:

	T	F	All	%T
I	5	-	5	100%

Five questions with Roman Numerals were also "ACCORDING TO THE PASSAGE" questions, which means they were **very time-consuming**. You must go back to the passage to search for each of the Roman Numeral statements in the passage, then choose A-E.

You can save yourself some time by knowing that **every time** a TRUE-FALSE question began with "ACCORDING TO THE PASSAGE" the first Roman Numeral statement was TRUE. If you start by assuming Roman Numeral I is TRUE and only searching for the remaining options in the text of the passage, you will save time.

You can couple this with Trick #6 that **none** of the TRUE-FALSE questions had all the Roman Numeral statements classified as TRUE--**at least 1 of the Roman Numeral statements was FALSE.** Thus, if you skip the first Roman Numeral in a TRUE-FALSE question beginning with "ACCORDING TO THE PASSAGE," and you discover all but the last option to be TRUE, you can assume that the last option is FALSE. **There has never been a correct "E" option**--because there has **never** been a TRUE-FALSE question with **all** Roman Numerals classified as **TRUE.**

****

8. When a Roman Numeral is listed 4 Times among the options, the ANSWER for that Roman Numeral has been True over 60% of the time.

****

T .6

Frequency Breakdown of Trick:

T	F	All	%T
10	5	15	66.7%

You can **count the Roman Numerals in the options.** In most cases, when there are 3 Roman Numerals, there will be 3 options which include each Roman Numeral. However, there will be times when a Roman Numeral appears in 4 of the 5 options.

In this situation, you have identified a crucial statement to be classified **immediately**--if it turns out to be FALSE, you can eliminate 4 of the options and only the correct one remains!

You might think that this means that Roman Numerals that appear in **4 options** are always **TRUE**, because the test-makers wouldn't want to make things so simple, but there were 5 instances in which a Roman Numeral appeared in 4 options but was nonetheless FALSE.

****

9. When a Roman Numeral is listed in only 2 options, the ANSWER for that Roman Numeral has been FALSE over 80% of the time.

****

F .8

Frequency Breakdown of Trick:

T	F	All	%F
3	13	16	81.3%

The flip-side of the last Trick looks at the Roman Numerals that appear only **twice** among the 5 options. These Roman Numerals have a strong tendency to be **FALSE**.

Tricks #8 and 9 are **stronger** for the **last** Roman Numerals. In fact, they have been **100% accurate** for Roman Numerals III and IV. When you **see III** included in **4** options, it is **TRUE**, (or at least it was all 5 times it occured in the past). Similarly, if you **see III** appear in only **2** of the options, it is **FALSE**, (or at least it was all 6 times it occured in the past).

Obviously, the times this Trick was wrong occured for Roman Numerals I and II. This is probably a result of the fact that a variation in the number of I's among the options is more obvious to test-takers than is a variation in the number of III's. Thus, the test-makers can trap test-takers by putting only 2 I's among the options when I is TRUE. If the test-takers used the same trap with III's, few test-takers would notice the variation and the trap would be less successful. Thus, when there is a variation in the number of III's, it is likely to be a genuine reflection of the fact that the statement is TRUE or FALSE, rather than a trap laid by the test-makers.

****

10. When the questions asks "ALL...EXCEPT" or "NOT", the ANSWER has never been "D".

****

D .0

Frequency Breakdown of Trick:

A	B	C	D	E	All	%D
5	3	4	-	3	15	0%

When the question includes "ALL...EXCEPT" or "NOT" you are asked to eliminate 1 out of 5 options and select the **eliminated option** as the **correct answer**.

It may **seem** odd that "D" is the only option which has yet to appear as the correct answer. However, this could be the result of a conscious decision by the test-makers to get you to waste time.

Imagine the correct answer to this type of question is "A". You read all 5 options and then go back and choose "A". You are correct, but wasted the time the test-maker hoped you would.

To avoid being too obvious, 3 "E" answers have appeared, but there have not been any "D" answers yet. In general, then, once you find an option that you are confident fits the "ALL...EXCEPT" or "NOT" category asked for in the question, pick it without wasting time to review the later options.

****
11. When the questions asks for "THE ATTITUDE OF THE AUTHOR," or "THE TONE OF THE PASSAGE," avoid inserting your own opinions.
****

These questions do not appear very often. There were only 14 "ATTITUDE OF THE AUTHOR" or "THE TONE OF THE PASSAGE" questions in the 12 forms I have reviewed. Yet the questions are worth mentioning because they **usually appear** after passages that involve **minority groups, women, or social class.**

I have treated them more extensively in Chapter 8 on TEST BIAS. Here I will only remind you that the questions ask about the **Author of the Passage**, not about yourself. Yet these questions are likely to involve bias because they tend to evoke your **own** perception of the author's attitude or the passage's tone. If you consider yourself susceptible to this type of error, these are the questions which I consider very likely to trip you up for injecting your own perceptions into your choice of an answer.

These questions are also worth mentioning because they often appear at the end of a set of questions. Since they typically have options with only one word in them, they are tempting to test-takers who are running short of time. They quickly pick a one word answer and turn the page--only to fall into the test-makers' trap! Take a few seconds to make sure that you are not injecting your own opinions. The pause will be worth it.

****
12. When the question includes the words "IF TRUE," you should follow a 3-step process before choosing an answer.
****

This type of question appears very rarely in Reading Comprehension sections. The question appears more frequently in the Logical Reasoning section. Nevertheless, it is worth mentioning because it also appears **after passages** involving **minority groups, women, or social class.**

You must go through **a 3-step process** to answer this question.

1) Force yourself to assume that **each option is TRUE.** This is explicitly stated in the question, but you will still be tempted to dismiss some options--often the correct answer--simply because it is unbelievable. It will usually seem unbelievable to you because of your own background and experience. Thus, by rigidly following this first step, you will avoid cultural bias.

2) Decide whether **each option strengthens, weakens, or does not affect,** the statement that begins the question. Normally, you will find that only two or three options contain the required relationship with the original statement. Thus, you will be able to eliminate one, or most, of the options as inappropriate.

3) Select the answer which is "**MOST**" in the direction required by the question.

Because these questions appear in sensitive questions, you may refuse to believe that the correct answer is TRUE. But you are **required to assume** that all options are TRUE. You may also pick an answer which strengthens the statement when you are looking for one which "WEAKENS" it, just because the statement seems appropriate to the topic.

****

13. When there are "Big Words" that appear in the passage and again in an answer option,
the ANSWER is another option.

****

You will often find answer options which repeat "Big Words" from the passage. These may occur in an "ACCORDING TO THE PASSAGE" question, but also in a question which asks what may be "INFERRED" from the passage. Since these words leap out at you because they also appeared in the passage, they are attractive choices. But they are usually **wrong**.

This is understandable. The test-makers recognize how attractive these options are--test-takers have been picking them for years! When they are trying to find four wrong answers that will lure people, the old Repeated-Big-Words trap is a great stand-by. Often there will be more than one of these tempting wrong answers in a single question--the presence of more than one such trap makes each one that much more attractive.

Don't be among the gullible. If you find yourself picking an option because it has words that are familiar from the passage, stop and consider other answer choices.

****

14. When an question has only "Big Words" for answer choices,
the ANSWER is often a synonym for words in the Passage.

****

Some questions have answer options that contain only a few, big words in them. In this respect, they look similar to "ATTITUDE OF THE AUTHOR" or "TONE OF THE PASSAGE" questions. However, they are different since they typically have **synonyms** with words from the passage for correct answers. When you find such a question, start with the assumption that it is looking for a synonym.

In general, you should **not pick** an answer that contains a word you don't understand.

This is because the test was pre tested on a group of test-takers with a college background that is pretty similar to yours. There wouldn't be very good pre test statistics from a question which contained an unfamiliar word in the correct answer. Too many people would just guess at such a question and the correlation with the rest of the test would be too low (See Chapter 2 TEST DEVELOPMENT). Therefore, it should not surprise you that the words "SUPERCILLIOUS, INCREDULOUS, VASCILLATING, and OVERT REPROOF," all appeared in options that were **wrong**.

Nevertheless, "EPHEMERAL, DISPUTABLE, MUTABLE, SPURIOUS, and ANTITHETICAL" appeared in options that were **correct**. Actually, the first four words all appeared in the same corect answer. Thus, do **not automatically eliminate** an answer just because it contains a "Big Word" in the option. If you understand the meaning of the word and it seems to be in a correct option, pick it!

The point to be remembered here is not to pick a word as correct just because you don't know the meaning of the word and assume that the rest of the test-takers know the meaning and therefore it must be the correct answer. In this case, you are more likely to be picking a wrong answer based on low self-esteem than you are to be picking a correct answer.

The **exception** to this advice involves the **last passage**. Here, you should **pick "Big Words,"** even if you aren't sure of the meaning, unless you have a good reason to pick another answer. The set of questions is **last** because **few** people got them right on the pre test. They may have missed a question because there was a "Big Word" they didn't recognize. You can avoid the fate of most of the people on the pre-test by picking the answer they avoided--it is probably the correct answer!

****

15. Make sure you read "Little Words" with care, especially ADVERBS.

****

As you read through the wordy passages and questions in this section, you will be tempted to skim or speed read to keep on pace. If you do, make sure that you read "Little Words" with care. They are often the key to avoiding incorrect options and selecting correct answers.

Of particular importance are **adverbs**. These words are in everyone's vocabulary, but they are still troublesome on the LSAT. This is because they are more important on the LSAT than they often are in casual speech.

For example, the adverb "MOST" is often used in sloppy speech. You might talk about how "most people" feel, without having the foggiest notion of how "MOST" of them feel, and without feeling bound to accuracy when making such a claim. Your friends won't usually challenge you either. But on the LSAT, the word "MOST" means "**most**". Don't glide over this word the way you would if you were in a casual conversation as the speaker or listener. Unless you can be quite certain about what "MOST" signifies in an answer option, don't ignore or select it until you can decide how its inclusion in the sentence affects its meaning.

Consider, also, the word "ONLY". This is also a common word when we wish to diminish the significance of something. However, on the LSAT, "ONLY" means "**only**"--the loneliest word in the language. Make sure that you give literal significance to this word on the LSAT, don't slide past it in selecting an answer.

You should review common adverbs as you practice LSAT questions. One simple way of identifying many of them is to look for words that end in "-LY". Such words as "VIRTUALLY", "STEADILY", or "COMPLETELY" could spell the difference between right and wrong on the LSAT.

D. HERE ARE EXAMPLES OF THE TRICKS FROM OFFICIAL PUBLISHED MATERIALS.

Designations Used:

Preparation Material. Questions with explanations in booklet included with LSAT registration packet.

Sample Test. Short sample test included in booklet containing Preparation Material.

June '82. Full-Length LSAT given in June 1982. This form of the LSAT was published in **The Law Package**. It is also the first form of the "new" LSAT scored on the 10-48 scale.

Sample LSAT #1, #2, #3. These are published in **The Official LSAT Sample Test Book**. There are four scored sections from a single LSAT form in each Sample LSAT, plus two scored sections from other LSAT forms which are designated as "Pretest Sections" in the Book, in order to give you the opportunity to practice with a 6-section LSAT similar to the one you will actually take.

* This question has an answer which does not agree with the Trick. You should study these questions with particular care to assure yourself that you will be able to identify those questions which do not fit the Trick. Remember, most of these Tricks have exceptions.

1. "ACCORDING TO THE PASSAGE"--Refer Back to the Passage.

Preparation Material 4
Sample Test 23, 25
June '82 1*, 2*, 3*, 24
Sample LSAT #1 sec. 3 2, 3, 7
sec. 6 7, 14, 22
Sample LSAT #2 sec. 4 2, 6, 11, 13, 16
Sample LSAT #3 sec. 2 11, 23
sec. 6 3, 5, 6, 11, 23, 28

2. "PRIMARY PURPOSE OF THE PASSAGE"--Eliminate "A": A-.0

Preparation Material 3, 5
Sample Test 1, 8, 21
June '82 14, 16, 28
Sample LSAT #1 sec. 3 1, 21
sec. 6 13, 16
Sample LSAT #2 sec. 4 1, 9, 15, 23
Sample LSAT #3 sec. 2 15, 24
sec. 6 9, 21

3. First Word in "PRIMARY" questions--Keep it Simple.

Preparation Material 3, 5*
Sample Test 1, 8, 21
June ’82 14, 16, 28
Sample LSAT #1 sec. 3 1, 21
sec. 6 13, 16
Sample LSAT #2 sec. 4 1, 9, 15, 23
Sample LSAT #3 sec. 2 15, 24
sec. 6 9, 21

4. "MOST LIKELY" it’s "C": C .4

Preparation Material 2*
Sample Test 4*
June ’82 4, 9, 18*, 25
Sample LSAT #1 sec. 3 12, 14*, 27
sec. 6 12*, 25*, 28*
Sample LSAT #2 sec. 4 27*
Sample LSAT #3 sec. 2 18, 20*
sec. 6 8*, 14, 15*, 18*

5. "LEAST LIKELY"--Eliminate "A": A .0

Sample LSAT #1 sec. 3 11

6. TRUE-FALSE questions--Eliminate "E": E .0

Sample Test 5, 15*
June ’82 23
Sample LSAT #1 sec. 3 8, 22
sec. 6 7, 20, 23
Sample LSAT #2 sec. 4 18
Sample LSAT #3 sec. 2 11, 22, 27
sec. 6 1, 3, 26

7. TRUE-FALSE questions with "ACCORDING TO THE PASSAGE"--Roman Numeral I is TRUE: T 1.0

Preparation Material 4*
Sample LSAT #1 sec. 6 7
Sample LSAT #3 sec. 2 11
sec. 6 3

8. Roman Numeral in 4 Options is TRUE: T .6

Sample Test 15
Sample LSAT #1 sec. 3 8*
sec. 6 7*
Sample LSAT #2 sec. 4 18*
Sample LSAT #3 sec. 2 4*
sec. 6 1*

9. Roman Numeral in 2 Options is FALSE: F .8

Preparation Material 4
Sample Test 15*
Sample LSAT #1 sec. 3 8, 22*
sec. 6, 23*
Sample LSAT #2 sec. 4 18
Sample LSAT #3 sec. 2 11, 22

10. "ALL...EXCEPT" or "NOT"--Eliminate "D": D .0

June '82 3, 15, 27
Sample LSAT #1 sec. 3 7
sec. 6 10
Sample LSAT #2 sec. 4 16, 25
Sample LSAT #3 sec. 6 10

11. "ATTITUDE OF THE AUTHOR," "TONE OF THE PASSAGE."

Sample Test 18
June '82 7, 8, 17
Sample LSAT #1 sec. 3 6, 15, 18
sec. 6 4
Sample LSAT #2 sec. 4 10, 19, 28
Sample LSAT #3 sec. 2 19

12. "IF TRUE."

Sample Test 27.
Sample LSAT #1 sec. 3 10
sec. 6 5, 27
Sample LSAT #3 sec. 2 13
sec. 6 22

13. The same "Big Words" in the passage and option means the answer is another option.

Sample LSAT #1 sec. 3 3A,B
sec. 6 14D, 17A
Sample LSAT #2 sec. 4 2E, 17C,D, 18II, 20A, 21C
Sample LSAT #3 sec. 2 2A,D, 10C, 16E, 25A
sec. 6 24C, 28B

14 "Big Words" in options means the answer contains synonyms for words in passage.

Sample LSAT #3 sec. 2 6
sec. 6 13, 17

15. Read the adverbs in options with care.

Sample LSAT #1 sec. 3 5C,D, 16, 19, 20
sec. 6 12B, 25
Sample LSAT #2 sec. 4 8
Sample LSAT #3 sec. 2 20

E. COMMENTARY ON THE TRICKS.

June '82 1, 2, 3. These three "ACCORDING TO THE PASSAGE" questions begin an entire Reading Comprehension section. You may consider them in two ways.

First, since they are in the first set of questions, they are **probably** among the **easiest** questions in the entire section. This the result of the pre-test in which most of the test-takers got the correct answers. This is plausible, since "ACCORDING TO THE PASSAGE" questions simply require you to look back at the passage to find the correct answer.

On the other hand, easy or not, these first three questions constitute a **time-management problem** for you. If you waste too much time looking back at the passage, you will not have time to adequately consider the last set of questions in the section. Thus, you should also depend on your initial reading of the passage to know **where to look** for the answers.

Unfortunately, my suggestion that the answer will be found at the end of paragraphs **does not hold up** for these three questions.

Notice that the order of the questions follows the order of the materials in the passage. This is **not necessarily** the case in other reading passages.

Sample Test 23, 25, June '82 24 Notice that the answers to these questions **do** appear at the end of paragraphs. This is helpful, since these questions appear at the end of the section, where time pressures are greatest. If you simply re-read the passage from the top, you will be adding to your own time pressures.

Preparation Material 3, 5. This is unusual, since there are two "PRIMARY" questions in the same question set. This is one of the many ways in which the Preparation Materials are different from the actual tests. Notice, however, that in question #3, "SETTLING ARGUMENTS" and "REFUTING OPPONENTS" are **too complex** to be correct. "EXPLAINING" is a simple statement--and the correct answer. Of course, "EXPLAIN" is not always the correct answer--it is wrong in question #5.

Preparation Material 8 The correct answer of "ARGUE THAT" is a fairly active word and would normally not be a good candidate to pick. Yet the other three options--recall we can always eliminate "A"--are even more active. It would be surprising if "CRITICIZE" or "RECONCILE" were the correction option. So, too, "ASSESS" involves an active stance toward the topic. Thus, "ARGUE FOR" is the most likely option, in keeping with the list developed under this Trick. If "ARGUE FOR" appeared with "EXPLAIN," and "DISCUSS" it would be less likely to be correct. See, for example, June '82 14, 28.

Sample LSAT #1 sec. 6 13. This "PRIMARY" question has "REFUTE" as its initial verb. This is not a "simple word" and therefore does not follow the Trick. This may be the reason that this was the last question in the set. In any event, you should be able to quickly recognize that the only "simple word" was "PRESENT", but that "NEW EVIDENCE" is not presented in the passage. Thus, while you should have looked at option "B" first, you should not blindly pick it.

Sample LSAT #1 sec. 6 16. This "PRIMARY" question has "ADVOCATE" as its initial verb. This is not a "simple word", but the other verbs are also too active, or opinionated, to fit the Trick (with the exception of "EXPLAIN" in option "A", which can normally be eliminated simply by its position as option "A").

Even in questions, such as this one, where the "simple verb" Trick does not clearly apply, you should still be scanning the verbs to get a sense of the posture of the passage.

Sample LSAT #3 sec. 6 9. This "PRIMARY" question has "ARGUE" as its initial verb. None of the other options has a "simple verb," either. You might recall, however, that "ARGUE" was one of the most frequent correct verbs listed following Trick #3.

Preparation Material 2; Sample Test 4 June '82 18. These three "MOST LIKELY" questions do not fit the trick of "C". However, recall that the Trick is only a .4 clue--more likely to be wrong than correct if followed blindly. This Trick is suppposed to help you manage your time by giving you the clue to look at "C" first, not to pick without looking!.

On the entire June '82 test, you would happen to be right 3 out of 4 times if you answered "C" all four times. But this is the luck of one test, compared to the twelve I have reviewed. It points up the differences between overall odds and particular choices to be made on a single question or test.

Sample Test 15. This one question has two departures from the actual test questions on twelve actual LSAT forms I have reviewed. It indicates that you cannot base your decision rules on the Sample Test--it is too dissimilar from the actual tests!

The first departure from the Tricks is the appearance of Roman Numeral III 2 times among the options, despite the fact that it is TRUE. This has **never** occured on the actual tests. When Roman Numeral III or IV has appeared 4 times or 2 times among the options, it has always followed the Trick of **4-TRUE, 2-FALSE.** Notice that in Sample Test 15 the Roman Numeral II appears 4 times and is TRUE.

The second departure from the TRICKS is the designation of "E" as the correct option. This has **never** occured on actual TRUE-FALSE questions. This is because there has **never** been a TRUE-FALSE question in which **all** Roman Numerals were TRUE.

You might consider these departures from the Tricks to be accidents of the Sample Test, purposefully or accidentally different from actual tests. Or, you would be better to look at this one question, with its two exceptions from 100% Tricks to again recall that no Tricks can be considered foolproof--even if they have a 100% accuracy rate on the previous twelve LSAT forms. This is because I have developed the Tricks, but I don't make up the tests. The tests don't have to follow the Tricks. You should follow the Tricks to raise your score--not to have an excuse for a low score.

Sample LSAT #1 sec. 3 8, sec. 6 7; #2 sec. 4 18; #3 sec. 2 4, sec. 6 1. Each of these questions has a Roman Numeral listed in 4 options which is FALSE! It is questions such as these that contribute to the accuracy rate of T .6 for this Trick.

Nevertheless, noticing the Roman Numeral in 4 options can still be a benefit to you, since four of these five questions are relatively easy (early in the section). This means that you should be able to answer it correctly. By noticing the Roman Numeral in 4 options, you can identify a **crucial statement** to be evaluated first. Once you recognize that it is FALSE, you can quickly pick the remaining option as correct without ever reading the other two options. This will save you some time without sacrificing, or even risking, your accuracy. Of course, if you mistakenly think that the statement is TRUE, you will get the option wrong in any event!

Sample LSAT #1 sec. 3 22, sec. 6 23. Both of these questions have two different Roman Numerals listed in only 2 options. One is TRUE, the other is FALSE. This may be a partial explanation of why these questions appeared after the last passage. Test-takers may hve been lured into thinking that both were FALSE. This is part of the challenge of questions near the end of a section--outguessing the people on the pre-test. Blindly following the Tricks may consign you to the fate of most of the people on the pretest--picking a wrong answer.

Sample Test 18, June '82 7, 8, 17. All of the "ATTITUDE OF THE AUTHOR" questions in the Sample Materials have appeared in conjunction with minority- or women-related passages. If you are a woman, you might not feel "WHOLEHEARTED AGREEMENT" with the notion that "CHILD CARE GRANTS CAN BE DISADVANTAGEOUS." If this is so, you may be the victim of cultural bias if you are not careful to separate your own views from those of the author.

This may be even more difficult in this instance, since the question states that it is "WOMEN" who consider the child-care grants to be disadvantageous. It is important that you accept the assertion that some women feel this way, and that you identify the author's attitude toward these women.

The same caveat applies to the black test-takers who encounter the June '82 question 17 about "THE BLACK INTELLIGENTSIA." You will notice that the correct answer of "IMPLIED APPROVAL" appears in a graduated list of attitudes. ranging from "UNEMBARRASSED HERO WORSHIP" to "OVERT REPROOF." You could consider this question to be an attitude index. The Trick is to pick just the right temperment.

The danger is that you will inject your opinion of the topic, or of the author's treatment of the topic, into your selection of the correct option. You should be able to avoid "UNEMBARRASSED HERO WORSHIP" as just too corny to be correct. However, recall that the women's question discussed above had "WHOLEHEARTED APPROVAL" as the correct option. So you **cannot automatically discard extreme positions** as incorrect.

I would guess that many black test-takers would be inclined to pick "STUDIED INDIFFERENCE" because this reflects their own estimation of the fervor of the author about the topic. Was I right in your case? In any event, recognize that the attractive options that are **wrong** will likely be the ones that are a little **stronger or weaker** than the correct answer.

As you try to separate your own reactions from the author's attitude, try to keep in mind that the test-makers **think** that they are liberal, racially-sensitive individuals. Whether or not this would be the case if you could meet them in person, it does give a hint of how they will approach a question like this. Give them a little credit in picking your own answer.

Don't assume that the test-writers are stuffy, conservative white males--even if the facts might prove such a characterization to be true. When they are writing test questions, they try to be supportive of minority groups and their concerns. Don't let your own opinions about the success of their efforts steer you in the wrong direction in answering questions such as this one.

Finally, I have included "OVERT REPROOF" as an example of "Big Words." This, of course, depends on some notion of what your vocabulary actually is. In any event, this phrase is just too outlandish to be a likely answer. Of course, you should never pick an answer just because you don't know the meaning of a word but you assume that other test-takers will know the **meaning--unless it is in the LAST question set.**

Sample LSAT 31 sec. 3 3A,B, sec. 6 14D, 17A; #2 sec. 4 2E, 17C,D, 18II, 20A, 21C; #3 sec. 2 2A,D, 10C, 16E, 25A, sec. 6 24C, 20B. Each of these options is an example of a wrong option that contains "Big Words" that also appear in the passage. Did you pick any of these as correct? If you did, you are making a mistake that is as old as multiple-choice tests of Reading Comprehension. The test-makers love this trap, often using it more than once in a single question.

The way I put together this list is interesting. I simply scanned the answer choices to select likely candidates for the list. Of course, I had an 80% chance of selecting a wrong option by random chance, but instead I only picked 1 options that turned out to contain "Big Words" that were not contained in the passage as well!

This indicates that the "Big Words" literally jump out at you, because they are so obviously different from the normal vocabulary used in options. These suspicious looking terms turn out to be lifted straight from the passage--and into wrong options.

By comparison, the correct answers to these questions typically contain fairly bland statements, with no unusual words or phrases. Thus, once you find yourself leaning to an option because it contains words found in the passage, **STOP**. Instead, look for an option with little words--it is likely to be correct.

Sample LSAT #1 sec. 3 16, 19, 20. These three questions follow a passage about styles of legal research. It is a rather verbose passage with equally wordy questions and options.

But notice that the most important words in the options are the **adverbs** such as "NOT", "CANNOT", or "ONLY". It is these words that spell the difference between right and wrong answers. You can almost hear the test-makers raising their voices as they come to these words--to make their choice of the correct answer justified. Make sure that you pay particular attention to these little adverbs. You can't raise your voice during the test, but you can **highlight** the words as you read the options.

CHAPTER 6. THE SECTION WITH LOGICAL REASONING

TIMING RULE: 80 seconds per question; 4 minutes for 3 questions. This is a timing rule that is almost exact--you will have no time left to review your answers if you stick to this schedule.

You should use the **4 minutes for 3 questions** rule to practice with short segments from the section. This will give you a feel for your pace, and will allow you to practice in small segments.

A. THE STRUCTURE OF THE SECTION.

This section contains 26 questions. Each question involves some sort of logical reasoning to select the correct answer. However, there are actually very few types of questions in this section. The variety involves the subject matter of the questions.

This section, like all sections, has questions inserted in **ascending difficulty.** This means that the questions which most people answered correctly on the pretest are at the beginning; those which only a few answered correctly are at the end. You can use this information **most profitably on this section.** In short, you should be able to **turn the hardest questions into some of the easiest**--for you. (See Chapter 2 TEST DEVELOPMENT.)

This means that you will want to budget your time so that you are guaranteed to have enough time to consider the last five questions in the section. You don't want to guess on the last questions when you can select the correct answer.

B. THE FREQUENCY OF DIFFERENT ANSWERS IN THE SECTION.

The five options, A-E, are distributed fairly evenly in this section. **There has never been more than 7 of any letter; there has been as few as 3 "A" answers, but never fewer than 4 of any other letter.** There is a **slight tendency** for there to be more "D" and "E" answers than "A" and "B" answers. However, this tendency over twelve LSAT forms should not affect your own answer pattern--the tendency is just too small to be of value.

There have been 3 "B", "C", and "D" answers in a row on some sections, but never 3-in-a-row for "A" or "E" answers. You should check **after you finish the section** to see if you have 3-in-a-row. Only one section has had two instances of 3-in-a-row.

IF YOU HAVE TO GUESS BLINDLY, PICK "D". This blind guess letter is a direct result of the frequency of each letter's appearance on the last 12 forms. You might wish to use "E" instead--they are about equally frequent.

Whichever letter you choose for your blind guess, **stick to the same letter for each blind guess.** Ideally, you will have time to consider each question. However, a blind guess letter is supposed to give you the greatest chance of getting some of the answers right on questions you don't have time to consider. You will achieve this only if you guess the same letter each time.

If you have time to consider the question, but are unsure of the correct answer, don't make a blind guess. Instead, **make an intelligent guess.** Pick one of the answers you are considering--don't worry if you pick a different letter each time you are making an intelligent guess--you might be right on each guess!

C. THE TRICKS FOR BEATING THIS SECTION.

The **main Trick** for this section is **avoiding incorrect opinions.** This section is loosely described as a test of opinions--yours and the test's. You must be careful to pick the opinions desired by the test, and avoid inserting your own opinions when they conflict with the desired answer. You can do this by understanding what opinions are favored by the test, and which opinions are held by those who tend to score well on the LSAT--**wealthy, white males.**

This chapter will discuss specific question-types and disclose the answer patterns with the greatest probability of being correct. However, you should begin your study of this section by learning which opinions are favored. Thus, whenever and wherever these opinions are found, you will be able to select them.

In general, the opinions favored on the test are **liberal-establishment.** This means that:
--juries are good,
--the police are to be trusted and believed,
--the death penalty is favored,
--doctors are to be trusted and believed,
--psychologists are not particularly credible,
--astrology and the occult are unbelievable,
--nuclear power is safe and efficient,
--government regulation is inefficient,
--communism and socialism are unrealistic.

The list could go on, but you should get the general picture--The LSAT tries to be as All-American as motherhood and apple pie. This **does not** mean that you can automatically pick the answer which seems most supportive of these values. Some of the options are designed to pick up the cynical among you--those who think that others think that the police are perfect, for example. So don't pick an answer just because you would never express such an opinion, but you think that your political adversaries believe such an outrageous opinion--such an answer is probably wrong.

On the other hand, there is **very real danger** that you will **quickly dismiss a correct answer** simply because you don't share the belief being expressed. This will be explored more fully below, but you should be careful not to let your own opinions distract you from the correct answer on purely ideological grounds.

Of course, few readers will be so opposed to all of the opinions expressed in the list that they will constantly fall afoul of the LSAT's brand of policy. Some of you may agree wholeheartedly with all of the opinions in the list.

You should **evaluate how your opinions compare with those of other test-takers.** If you feel out of step with most of those taking the test, this section may present more pitfalls than normal.

`****************************************************************`

1. When the question includes the words "IF TRUE," you should follow a 3-step process before choosing an answer.

`****************************************************************`

The most common type of question in this section asks "WHICH OF THE FOLLOWING, IF TRUE, MOST (STRENGTHENS, WEAKENS) THE STATEMENT ABOVE." Each question contains only "STRENGTHENS" or "WEAKENS".

Most questions specifically contain "IF TRUE." If the question type appears, but without "IF TRUE", you should put the words "IF TRUE" next to the question, just to remind yourself.

The Trick to answering this question-type correctly involves following a **3-step process.**

1) Force yourself to assume that **each option is TRUE.** This is explicitly stated in the question, but you will still be tempted to dismiss some options--often the correct answer--simply because it is unbelievable. It will usually seem unbelievable to you because of your own background and experience. Thus, by rigidly following this first step, you will avoid cultural bias.

2) Decide whether **each options strengthens, weakens, or does not affect,** the statement that begins the question. I have done this on several sections. Only once did all five options "STRENGTHEN" the statement. Rarely did four options "WEAKEN" or "STRENGTHEN" the statement. Normally, you will find that only two or three options contain the required relationship with the original statement. Thus, you will be able to eliminate one, or most, of the options as inappropriate.

3) Select the answer which **"MOST"** tends in the direction requested in the question. After you have finisihed step 2), you will have 2 or 3 options left. Pick the one which "MOST STRENGTHENS" the statement, or "MOST WEAKENS" it. This should be pretty easy after you have completed the first two steps.

If you try to shortcut this 3-step process, you will run a variety of risks, all of which make this question-type so attractive to test-makers.

1) If you don't force yourself to **assume that all options are true,** you may dismiss the correct answer because you find it unbelievable. For example, you may dismiss an answer because it forces you to assume that the nuclear waste problem has been recently solved. If you don't believe the problem has been solved, you are likely to dismiss this as an answer--when it is actually the correct answer.

2) If you don't decide the **relationship between each option and the statement**, you may get confused. If the question asks you for an answer which "WEAKENS", you may pick one that "STRENGTHENS" the statement. This is likely when you agree with the original statement and are reluctant to pick an answer that conflicts with your opinions. The same process is possible if you pick an answer that "WEAKENS" a statement when you are asked for one that "STRENGTHENS" it.

3) If you don't **compare the remaining options with each other**, you may choose a wrong answer because you have not carefully read the options to find the word or phrase that tips off the correct answer. This process requires careful reading, but only of the options remaining after you have taken the first two steps.

As you can see, this question type involves a great risk of cultural bias when the subject matter is something about which you care deeply. For example, the statement beginning the question may give strong reasons to abolish the death penalty. The question then asks for the option which "MOST WEAKENS" the statement--effectively confusing those who dislike the death penalty and favoring those who favor the death penalty. If you favor abolition of capital punishment, you may have more difficulty picking the answer which "MOST WEAKENS" your beliefs.

The most frequent question is the one which asks which "MOST WEAKENS". This means that you are asked to refute the original opinion. It contains the greatest possibility of confusion and this probably accounts for its popularity on the section.

Other variations state: "ALL THE FOLLOWING STATEMENTS STRENGTHEN THE PASSAGE EXCEPT," which answer "RESOLVES THE APPARENT CONTRADICTION IN THE PASSAGE," or what is the "BEST CRITICISM" of the passage. These four variations on the "IF TRUE" question-type should all involve the same 3-step analysis. If there is a variation in the wording of the question, you may still want to stick to the basic Strengthen, Weaken, or Neutral categories as you follow step 2 in the process.

When the question asks "WEAKENS" there is a **slight tendency** for the answer to be "A"--particularly in the last two-thirds of the section. However, it is more important that you master the 3-step process for all questions of this type.

****

2. When the question asks for an "ASSUMPTION", the ANSWER has been "B", "C", or "D" on early questions, but the ANSWER has been "A", "D", or "E" on later questions in the section.

****

The second most frequent question-type in this section asks for the "ASSUMPTION" made in the passage that begins the question. There were between 1 and 5 of these on each section. These questions tend to be in the early part of the section--indicating that they are fairly easy.

For a complete understanding of the answer pattern of this type of question, I have listed the overall Frequency Breakdown, as well as the Breakdown for each Third of the test.

Frequency Breakdown:

		A	B	C	D	E	All
	ALL	9	6	5	10	5	35
B/C/D .8	FIRST THIRD	2	4	4	4	-	14
A/D/E .9	SECOND THIRD	4	1	-	4	3	12
A/D/E .7	THIRD THIRD	3	1	1	2	2	9

As you can see, the overall strength of "A" Frequencies is concentrated in the last two-thirds of the section (7/9). Similarly, all of the "E" answers appeared in the last two-thirds. These patterns reflect the **answering patterns on the pre-test.** When the correct answer was "A" or "E", relatively few people picked it and the question turned out to be harder than most.

You can **BEAT THE PRETEST** by reversing this tendency--when the question appears in the last two-thirds of the section, give a close look at "A" and "E".

Similarly, you will notice that very few of the questions had "B" or "C" as answers in the last two-thirds of the section--these tended to be the correct answers in the first-third of the section.

Test takers tend to pick "B" and "C" on this question type. When it is correct, the question tends to be an easy one and to appear early in the section. When "B" or "C" is wrong, the question turns out to be hard and to appear at the end of the section.

You can add this information about the guessing pattern of fellow test-takers to improve your own chances of selecting the correct answer. This is particularly true in the later parts of the section, where most people pick the wrong answer.

****

3. When the question asks for the "METHOD OF ARGUMENT", the ANSWER has been "E" over 60% of the time.

****

Frequency Breakdown of Trick:

E .6	A	B	C	D	E	All	%E
	-	1	1	-	4	6	66.7%

There were only 6 questions which asked you to describe the author's "METHOD OF ARGUMENT". Surprisingly, 4 of the 6 had "E" as the correct answer. The other 2 were in the early part of the test and should have been quite easy in any event--one was #1 in the section. This pattern reflects the test-writers' choice of answer position.

****

4. When an option includes the word "ANOLOGY", it is probabaly the ANSWER.

****

The test-writers love analogies--after all, on other tests, analogies are frequent questions. As it turns out, in 4 of the 5 questions in this section that had "ANALOGY" or some variant in the options, that option was the correct answer. This is not a frequent Trick, but a valuable time-saver when it applies.

****

5. When the question includes "ALL...EXCEPT", "NOT" or "CANNOT", the ANSWER is rarely "D".

****

Frequency Breakdown of Trick:

D .06	A	B	C	D	E	All	%D
	3	5	3	1	5	17	5.8%

These questions ask you to eliminate options and to pick the answer that remains. These can be time consuming, as well as confusing if the subject matter is controversial.

You can avoid wasting time by eliminating "D" and by **picking the first answer that appears correct.** Remember, these questions **do not** ask for the "best answer." They ask for an answer that is an exception, or an impossibility. There are not two exceptions which you must choose between. Once you have found an exception **pick it and go on!**. You will only be wasting time and confusing yourself if you consider other options once you find one that fits the exception.

This same pattern showed up in the Reading Comprehension section--thus it seems to be a valuable Trick. It seems to result from the test-makers' desire to have you waste time, by working through "A", "B", and "C" even when they are the correct answer, to get to "D" and waste more time on an incorrect answer. This can't be TOO obvious--there have been a few "E" answers.

You should be aware, however, that this Trick does **NOT** work on the Games section. Thus, you should memorize the Trick and the section it applies to if you are going to use it on the actual test.

****
6. When the question asks what is "MOST LIKELY", the ANSWER has never been "C".
****

Frequency Breakdown of Trick:

	A	B	C	D	E	All	%C
C .0	4	1	-	1	2	8	**0%**

After giving you a Trick that is the same for the Logical Reasoning and Reading Comprehension sections, it seems appropriate to give you a Trick that is the exact OPPOSITE from the Reading Comprehension Trick.

In this section, there is an **inverted bell-curve** with the most frequent answers being "A" and "E". This is the opposite of the pattern on the Reading Comprehension section.

This points up the importance of memorizing the **Tricks and the sections** for which they work. You cannot simply memorize "MOST LIKELY" and get a Trick for both sections. If you remember that the Trick is different on the two sections, you will benefit on both.

****
7. When the question asks you to find "SIMILAR LOGIC", the ANSWER has been "D" over 40% of the time.
****

Frequency Breakdown of Trick:

		A	B	C	D	E	All	%D
D .4	ALL	1	1	3	6	3	14	**42.9%**
D .5	FIRST THIRD	1	-	1	2	-	4	**50%**
D .3	SECOND THIRD	-	-	2	1	-	3	**33.3%**
D .4	THIRD THIRD	-	1	-	3	3	7	**42.9%**

These questions present a statement and then ask which of the options contains "SIMILAR LOGIC" or other such phrase. As you can see, these tend to be relatively hard questions--with half appearing in the last third of the section.

The Trick--**Pick "D"**--is stronger in the first and last third of the section. Notice, as well, that all 3 "E" answers appeared in the last third of the section. This means that test-takers were tending to pick "A", "B", or "C" on the pretest. Since these were the wrong answers, the questions tended to look hard to the test-makers reviewing the pre-test statistics. You can **BEAT THE PRETEST** by picking "D" or "E" in the last third of the section.

In general, you will find that the correct answer has a **similar sentence structure** when compared with the original statement.

You should only pick an answer that **looks sensible on its own.** Don't pick an answer that contains outlandish logic--it won't be the correct answer. Instead, pick something that might be stated as logical in its own right.

This question type is one which requires you to **read all the options.** Don't pick the first option that looks similar to the original statement--that's what people did on the pre-test and they were wrong on half of the questions! This **does not** mean that there are no "A" or "B" answers, just that you must compare these answers with later options before selecting them. This means that your strategy for this question-type is different than the "ALL...EXCEPT" questions, which do not require you to compare answers with each other.

****

8. When the question asks what a statement was "INTERPRETED TO MEAN" by a speaker,
the ANSWER has never been "A".

****

Frequency Breakdown of Trick:

A .0	A	B	C	D	E	All	%A
	-	2	1	1	2	6	0%

This question-type begins with a conversation between two people. The second speaker is a real dummy--misinterpreting the first person's logic. You are asked to state how the second person interpreted the first person's logic.

These questions tend to be quite easy. All appeared in the first or second third of the section. You should have little difficulty in finding the correct answer. You can save yourself some time, however, by **eliminating "A"**. It seems that the best the test-makers can do is to waste a little of your time by making you read through the options to pick the correct answer. You can save time by eliminating "A" and reading the other four options.

****

9. When the question asks you to "COMPLETE THE STATEMENT", the ANSWER has been "C" over 30% of the time.

****

Frequency Breakdown of Trick:

		A	B	C	D	E	All	%C
C .3	ALL	2	2	7	3	4	18	38.9%
C .2	FIRST THIRD	2	-	2	1	2	7	28.6%
C .6	SECOND THIRD	-	1	3	1	-	5	60%
C .3	THIRD THIRD	-	1	2	1	2	6	33.3%

This question-type presents a passage and asks you to complete the passage. Sometimes there is a blank printed on the page, most of the time there is no blank. This question-type **requires you to compare all options.**

There is a general tendency for "C" to be the correct answer. This is a pattern resulting from the decision of the test-makers. You could consider this as an attempt to bury the correct answer, so that it is not immediately obvious by reading A-E or E-A.

However, the pattern of answers in the THIRDS of the test is a result of the guessing patterns on the pretest. When the correct answer was "A", people tended to pick it and it was an easy answer--perhaps because it was the first answer they encountered. Thus, on the last two-thirds of the test, you can eliminate "A"--if "A" was the correct answer, it would appear earlier in the test.

When you get to the second-third of the test, "C" has its strongest power. On the last-third, "C" and "E" are both strong. This is again the result of guessing patterns on the pretest. People do not tend to pick "E" on this question type too often.

****

10. When the question asks for the "MAIN POINT OF THE ARGUMENT", the ANSWER has rarely been "C".

****

Frequency Breakdown of Trick:

C .05	A	B	C	D	E	All	%C
	6	6	1	4	2	19	5.3%

These questions ask for the "MAIN POINT", the "POINT OF THE ANALOGY" or other similar phrase. They tend to be easy questions--only 2 of the 19 were in the last-third of the section. Thus, you should have little trouble in finding the answer.

You can save yourself some time by eliminating "C". However, you must compare all the options with each other before selecting the correct answer. Notice that "A" and "B" are the most frequent answer, suggesting that the guessing pattern on the pretest was heavily in favor of these first two options. However, the only 2 questions of this type in the last-third had "A" and "B" as the answers--so don't just eliminate these first two options if you encounter one of these quetions later in the section.

****

11. When there are Roman Numerals in the question, the ANSWER has never been "E".

****

Frequency Breakdown of Trick:

	A	B	C	D	E	All	%E
E .0	2	3	8	4	-	17	0%

This section contains some questions which are really TRUE-FALSE questions in disguise. These are the questions with Roman Numerals preceding statements, and then options A-E with one or more Roman Numerals. You must first decide whether each Roman Numeral is TRUE or FALSE. Then you must choose the option which includes the Roman Numerals preceding the TRUE statements.

This Trick: **Eliminate "E"**, is a result of the fact that there has **never been a TRUE-FALSE question in the Logical Reasoning section with all TRUE statements.** Since "E" includes all of the Roman Numerals, it has never been the correct answer.

You can use the knowledge that there has never been a TRUE-FALSE question in this section with all TRUE statements to further improve your chances. For example, if you decide that the first two Roman Numerals are TRUE, Roman Numeral III has to be FALSE!

In fact, the odds are that only one of the Roman Numerals will be TRUE.

Notice that this Trick also works on the Reading Comprehension section.

****

**12. When the question contains Roman Numerals,
and includes the words "IF TRUE",
the ANSWER has contained 2 TRUE statements over 80% of the time.**

****

2T .8

Frequency Breakdown of Trick:

2T	2F	All	%2T
5	1	6	83.3%

There have been only 7 questions out of 17 with two TRUE statements. Interestingly, 5 of these have been "IF TRUE" questions. Thus, this Trick is useful both for the "IF TRUE" TRUE-FALSE questions, and for all other TRUE-FALSE questions. **If there is a TRUE-FALSE "IF TRUE" question, 2 of the Roman Numerals are TRUE; other TRUE-FALSE questions have only 1 TRUE statement.**

****

**13. When a Roman Numeral is listed in only 2 options,
the ANSWER for that Roman Numeral has been FALSE over 70% of the time.**

****

F .7

Frequency Breakdown of Trick:

T	F	All	%F
3	9	12	75%

If a Roman Numeral appears in only 2 options, it is probably FALSE.

However, **if there are only 2 of a Roman Numeral in a question in the last-third, it is TRUE.** Specifically, there were 3 TRUE-FALSE questions in the last-third, with a Roman Numeral appearing in 2 options, but 2 of these statements were TRUE. This seems to be the result of the guessing pattern among people in the pretest: they were counting Roman Numerals, picking FALSE for the Roman Numeral appearing in only 2 options, and were wrong. This means you can **BEAT THE PRETEST**, by picking these statements as TRUE.

This Trick is **fairly weak for I** (2/3), but **stronger for II** (3/4), and **III** (4/5).

You CANNOT classify Roman Numerals appearing in 4 options as TRUE in this section. Of the 4 questions fitting this situation, 2 had the Roman Numeral classified as FALSE. But this means that **this one Roman Numeral decided the correct answer.** Since it was in 4 options, and was FALSE, the fifth option had to be correct! Both of the questions with the FALSE Roman Numeral in 4 options were in the first-third of the section--and therefore relatively easy.

You can save time by **looking at the Roman Numeral appearing in 4 options.** If it is FALSE, you can pick the correct answer without reading the other Roman Numeral statements. You could gamble that the statement is FALSE in the first-third, but TRUE in the second- and last-third. But, the gamble would be based on only four previous questions. I would suggest that you read the statement and decide whether it is TRUE or FALSE.

D. HERE ARE EXAMPLES OF THE TRICKS FROM OFFICIAL PUBLISHED MATERIALS.

Designations Used:

Preparation Material. Questions with explanations in booklet included with LSAT registration packet.

Sample Test. Short sample test included in booklet containing Prepration Material.

June '82. Full-Length LSAT given in June 1982. This form of the LSAT was published in **The Law Package.** It is also the first form of the "new" LSAT scored on the 10-48 scale.

Sample LSAT #1, #2, #3. These are published in **The Official LSAT Sample TEST Book.** There are four scored sections from a single LSAT form in each Sample LSAT, plus two scored sections from other LSAT forms which are designated as "Pretest Sections" in the Book, in order to give you the opportunity to practice with a 6-section LSAT similar to the one you will actually take.

* This question has an answer which does not agree with the Trick. You should study these questions with particular care to assure yourself that you will be able to identify those questions which do not fit the Tricks. Remember, all of these Tricks could have exceptions.

1. "IF TRUE."

Preparation Material 2
Sample Test 5, 13, 15, 16, 19, 20, 22
June '82 5, 7, 8, 13, 20, 25
Sample LSAT #1 sec. 1 8, 10, 13, 15, 16, 18, 21, 22, 24, 26
Sample LSAT #2 sec. 2 2, 7, 14, 17, 24
sec. 5 2, 6, 13, 14, 15, 16, 17, 21, 23
Sample LSAT #3 sec. 1 7, 10, 11, 12, 15, 17, 18, 19. 20, 21, 23
sec. 4 5, 7, 17, 18, 22, 25

2. "ASSUMPTION"

Sample Test 3
June '82 2, 10, 11, 15, 17
Sample LSAT #1 sec. 1 5, 9, 20, 25
Sample LSAT #2 sec. 2 4
sec. 5 4
Sample LSAT #3 sec. 1 1, 2
sec. 4 8

3. "METHOD OF ARGUMENT"--Pick "E": E .6

Sample LSAT #1 sec. 1 23*
Sample LSAT #2 sec. 5 8*
Sample LSAT #3 sec. 1 22
sec. 4 11

4. "ANALOGY"--Pick It!
Sample LSAT #1 sec. 1 23
Sample LSAT #2 sec. 2 24*

5. "ALL...EXCEPT", "NOT", "CANNOT"--Eliminate "D": D. 06
June '82 7, 26
Sample LSAT #1 sec. 1 6, 21
Sample LSAT #2 sec. 5 22
Sample LSAT #3 sec. 4 20, 23

6. "MOST LIKELY"--Eliminate "C": C .0
June '82 24
Sample LSAT #1 sec. 1 22, 25
Sample LSAT #3 sec. 1 25
sec. 4 24

7. "SIMILAR LOGIC"--Pick "D": D .4
Preparation Material 1*
Sample Test 14
June '82 12
Sample LSAT #1 sec. 1 3*
Sample LSAT #2 sec. 2 21*, 23
sec. 5 18*
Sample LSAT #3 sec. 4 9, 26

8. "INTERPRETED TO MEAN"-- Eliminate "A": A .0
Sample Test 1
June '82 4
Sample LSAT #2 sec. 2 12, 16

9. "COMPLETE THE STATEMENT"--Pick "C": C .3
Preparation Material 3*, 4*
Sample Test 7*, 17, 23*
June '82 16
Sample LSAT #1 sec. 1 7*, 19
Sample LSAT #2 sec. 2 8*, 11*
sec. 5 3, 25*
Sample LSAT #3 sec. 1 6*

10. "MAIN POINT OF ARGUMENT"--Eliminate "C": C .05
Sample Test 6*, 18, 21
June '82 1, 9, 22, 23*
Sample LSAT #2 sec. 2 3, 5, 6
sec. 5 26
Sample LSAT #3 sec. 1 4
sec. 4 2, 10

11. TRUE-FALSE--Eliminate "E": E .0
Sample Test 2
Sample LSAT #1 sec. 1 9, 11, 17
Sample LSAT #2 sec. 2 5, 10
sec. 5 4
Sample LSAT #3 sec. 4 25

12. TRUE-FALSE and "IF TRUE"--Two are TRUE: 2T .8
Sample LSAT #3 sec. 4 25

13. ROMAN NUMERAL in 2 Options is FALSE: F .7
Sample Test 2
Sample LSAT #1 sec. 1 9*, 17
Sample LSAT #2 sec. 2 5, 10
sec. 5 4
Sample LSAT #3 sec. 4 25*

E. COMMENTARY ON THE TRICKS.

Preparation Material 2. This question is a simple example of an "IF TRUE" question which does not specifically mention the words "IF TRUE." Nevertheless, you should recognize the structure of the question.

Let's just focus on option "C" for a moment. This is an obvious example of an option which strengthens the argument when you are asked to find one which "WEAKENED" the argument. If you followed the 3-step process for these questions, you shouldn't have given much thought to this option.

However, the option is a clear example of one of the danger's in the section--beyond the weaken/strengthen problem. It is likely to be attractive to the cynical test-taker. As a very easy question, only a few people got the question wrong--perhaps only the most cynical. If someone did pick this answer, they would be expressing an **inappropriate opinion.** Remember, doctors are to be trusted and believed on the LSAT.

Outlandish statements are not correct in this section. Before you pick an answer, read it as if it were a declarative sentence. If it seems outlandish, don't pick it! Of course, this process just magnifies the problems which test-takers have when they hold inappropriate opinions. You should substitute a **wealthy, white male** before testing out opinions.

Sample Test 5. This is another example of an "IF TRUE" question without those words in the statement. It is important that you force yourself to **believe all the options are TRUE.** This may be difficult if the question seems controversial--even if it only involves the relatively minor controversy around TV violence.

The correct answer states an argument which those who agree with the argument that TV violence is bad would make spontaneously. Even though you may disagree with the entire side of the argument that says TV violence is bad, you should recognize the reasonableness of the argument in "E".

If you are unclear which are the good and bad sides of the argument, step back and ask what view the test-makers are likely to support. It is unlikely that the test-makers would support the view that TV violence was OK. It is more likely that the test-makers would be backing the TV-violence-is-harmful argument. All yoiu have to do is go with the flow and pick the "STRONGEST CRITICISM" of the opposite view.

Sample LSAT #3 sec. 4 17. This question has an answer which is not logical, standing by itself. This is unusual--normally the correct answer sounds logical when read separately. However, you should recognize that you should view this question from the point of view of a **businessperson**. This is not only the perspective shared with most wealthy, white males, it is also the perspective of the analogy. Of course, if you are from rural America, you may quickly dismiss this characature of a a stupid farmer--and you would be discarding the correct answer.

Sample LSAT #1 sec. 1 16. This question is an example of the **good government** perspective of the LSAT. You are asked to give public officials the benefit of the doubt. If you picked answer "A", you may be too cynical.

Sample LSAT #1 sec.sec 1 24. This question is an example of the **juries are good** perspective of the LSAT. The correct answer is a statement which you will hear in law school, once you get there. On the other hand, option "B" is too cynical. While you may hear this at law school, it will probably not be uttered by your professor. It would violate the **good government** perspective of the LSAT and most law school professors to admit that jjudges qualifications differ according to the method of their selection.

Sample LSAT #3 sec. 1 18. This question involves income distribution, so you should be careful to approach this question from the perspective of wealthy, rather than poor, parents and students. The correct answer, "B", gives middle-income parents credit for making great sacrifices for their children's education.

Options "A" and "E" challenge the **premise** of the argument, rather than the **inference**. While it may be very insightful to challenge the premise of an argument during your legal practice, it is **wrong** to do so on the LSAT. On questins such as this one, you are asked to **accept the premise as** TRUE, but to critique the **inference** drawn from the premise.. Thus, you should limit your analysis to an examination of the relationship between the inference and the premise. **Never pick an option that challenges the premise.**

Sample Test 13. Remember the big controversy about vitamin C? This question was written during that time. You can expect questions about recent controversies on your test. Don't get caught up in the substance of the controversy--especially if you hold controversial views.

Sample LSAT #1 sec. 1 21. This question recalls memories of Three Mile Island, when the control rooms of nuclear power plants received great scrutiny. The statement, and 4 of the options, all could have been made by a critic of nuclear power. The correct answer, on the other hand, is the only statement which could be made by an advocate of nuclear power. This fits with the appropriate opinion that **nuclear power is safe.** You only challlenge is to find the statement supporting safety.

Notice that this is an "ALL...EXCEPT" question with "A" as the correct answer. It is disguised by placing it next to option "B", which has the same first line! This invites you to conclude that the two statements are similar--not that one of them is an exception.

Sample LSAT #2 sec. 2 2. If you are an advocate of solar energy, you may disagree with the correct answer to this question. Remember, on **IF TRUE** questions, you must follow the 3-step process, which requires you to assume that all options are TRUE. Don't let your political beliefs get in the way of answering this easy question correctly.

Sample LSAT #2 sec. 2 16. This question also involves solor energy--on the same section of the test! There is no requirement that you maintain factual consistency across questions. Treat each question independently.

However, it is possible that these two questions were written by the same person. Imagine a test-writer sitting down to write several questions for the LSAT. Once a topic is selected--solar energy--several questions can be written about the same topic. These may be pretested together, and may find their way onto the same test section. You may notice such a topical theme on your test, but don't flip back to find consistency among the answer choices.

The consistency of answer choices depends on the **consistency among answers selected on the PRETEST.** Thus, you may approach all questions from the perspective of a wealthy, white male. However, don't try to imagine the identity of the test-writer.

Notice that option "C" would be attractive to someone who selected option "E" to question 2 in this section. Such consistency of opinion would have resulted in two incorrect answer choices. Don't let your own consistent political views lead you into this trap.

Sample LSAT #2 sec. 5 15. This is another question dealing with energy savings in the home. Don't be trapped by the cynicism involved in options "B", "C", and "D". These may be relevant to the energy debate, but they are irrelevant to the statement about "HOME INSULATION."

Sample Test 15. This question is an example of the **death penalty is favored** perspective on the LSAT. If you are opposed to the death penalty, you may have difficulty with this question.

Notice the juxtaposition of views. The original statement is an argument for abolishing the death penalty. Then the question asks for the "BEST REFUTATION" of the argument. This effectively favors those who favor the death penalty.

Since there are far more "WEAKEN" statements than "STRENGTHEN" statements in this section, you are normally asked to **oppose the initial statement**. These statements may seem attractive to test-takers with inappropriate opinions--those that differ with those of wealthy, white males. For these test-takers, the section will require a constant process of refuting deeply-held beliefs. Questions such as this one should be good practice.

Sample Test 16. This question has a correct answer which does not seem to be TRUE. Yet you are forced to assume that all options are TRUE. Did you quickly dismiss this option as obviously unrealistic?

Sample Test 19. This question involves two controversial subjects--employed mothers and publicly-provided child care. I would guess that the people having the most trouble with this question would be low-income women--those who have to work regardless of the availability of publicly-provided day care centers.

I would guess that "D" is an attractive option--because it seems a fitting addition to the discussion. You can avoid the danger of bias by following the 3-step process for this section. Option "D" weakens the argument, when the question asks for an argument that "STRENGTHENS" the argument.

Notice also that "employed mothers" is treated as a luxury in this item--dependent upon the availability of publicly-supported day care facilities. This may or may not be your view of the situation, but it probably reflects the general opinion of wealthy, white males--the ones whose opinions count on the LSAT.

Sample Test 3. This question is a classic example of one which can be answered without regard to the initial passage.

The Trick to answering this question without reading the passage involves **reading the adverbs and adjectives**. This is particularly important in "ASSUMPTION" questions. Option "B" has "MOST"--too broad for a correct "ASSUMPTION". Option "C" has "GENERALLY"; Option "D" has "FIRMLY"; Option "E" has "ALWAYS". These words are crucial in identifying their erroneous character. In contrast, Option "A" has "CERTAIN"--sufficiently cautious to be reasonable.

If this question were an "ALL...EXCEPT" question, you would be looking for the option which was different from the other 4. If 4 have extreme words such as "ALWAYS" or "FIRMLY" you will look for the one with the reasonable word. If 4 have reasonable words, you are looking for the unreasonable exception.

June '82 17. This is another question about a controversial subject--credit bureaus. It can also be answered without reading the passage by **reading the adverbs and adjectives**. Option "A" has "NO FACTUAL BASIS". Options "B" and "E" have "DIFFICULT".

Option "C" has "IN GENERAL". Option "D" has "GENERALLY ACCURATE". By comparing the reasonableness of the adverbs and adjectives, you can identify the correct statement. This can be very helpful in finding the correct answer to a controversial question.

Preparation Material 1. This is an unusual example of picking an illogical answer. This is necessary because the initial statement is itself illogical. By comparison, the other four options seem fairly reasonable. Notice that the choice of the correct answer involves your own decision that the other four options state reasonable conclusions. The goal of finding an illogical statement is fairly unusual. This question is an indication that the preparation materials are not necessarily representative of the actual LSAT.

Sample Test 6. This question involves a very controversial subject. Did you quickly reject the correct answer because it seemed outrageous? If you did, you may have inappropriate opinions.

It is likely that those who reject this option will be those lacking in political power--and who reject the notion that the politically indifferent are responsible for terroristic governments. Just remember that the opinions to be followed are those of wealthy, white males--those with political power. It is unlikely that those with political power will take responsibility for terroristic governments. It is easier to blame those who are politically indifferent.

If you consider yourself outside of the mainstream of political thought, don't look for places to assert your beliefs on the LSAT--you will be wrong. It is important to follow the beliefs of wealthy, white males.

Sample LSAT #1 sec. 1 3; #2 sec. 2 21, 23; #3 sec. 4 9. These questions all ask for "SIMILAR LOGIC". Notice that the correct answers all have similar sentence structures. Study these questions to practice scanning the structure of the sentences without being distracted by the substance of the statements. This may be particularly important if you try to figure out the correct relationship between patriots and critics.

Sample LSAT #2 sec. 5 4; #3 sec. 4 25. Both of these TRUE-FALSE questions have an identical arragement of Roman Numerals in the options A-E. The fact that Roman Numeral I appears in only 2 options jumps out at you--since "A" is not the normal I only option.

On the easy question (4), you can accept this obvious hint from the test-makers, since you can be fairly certain that most people on the pretest also notices the scarcity of I's among the answer options. Since the question is easy, I is probably FALSE and the people on the pretest were right in taking the hint from the test-makers.

On the hard question (25), however, you may also guess that most people on the pretest noticed this obvious hint. Since this is a hard question, the hint was a trap here--most people got this wrong onthe pretest. Thus, you take the opposite hint from these two facts: (1) obvious hint, (2) obviously hard question. Rather than fall into the trap which fooled most people on the pretest, guess that I is TRUE.

This indicates that you follow **different strategies on different parts of a section.** On easy questions, look for the obvious answers, or hints. On hard questions, look for obvious answers, or hints, just so you can avoid them in selecting the correct answer.

Of course, on question 4 you could also have noticed that II was in 4 options. Rather than simply guess that this was TRUE (since this is not an obvious hint to test-takers who haven't been coached) you should simply read statement II first. Once you recognize that this statement is FALSE, you can quickly pick the remaining option to this easy question. You will same time and not risk an incorrect answer by guessing on such an early question.

CHAPTER 7. WRITING SAMPLE

A. THE FORMAT.

The first 30 minutes of the LSAT will be devoted to writing an essay on a given topic. You will be given a special pen to use writing the essay and provided 2 pages with 60 lines for your Writing Sample.

This Writing Sample will **not be scored**. However, **it will be forwarded** to all schools receiving your LSAT score. It is up to each law school to decide whether and how to evaluate the Writing Sample.

You should assume that the Writing Sample will be read and evaluated by the law school's admission committee. Since no grade will be supplied to the law school, your essay may receive different evaluations at different law schools. Nevertheless, there are some **general rules** you should follow in writing your essay.

First, you should assume that your Writing Sample will be used as a **potential negative factor** in the admissions process. This means that you are unlikely to overcome a poor college record and low LSAT score on the strength of a brilliant Writing Sample. Rather, you are likely to hurt your chances for admission with a poor essay. Therefore, **avoid taking risks** in writing your essay.

Second, spend most of the time **writing** rather than outlining. You have no doubt heard that an essay should be well-organized to be effective. However, research repeatedly shows that **longer essays get higher grades**. Such research has been conducted on law school essay grades, as well as other essay grades. Since your essay will be compared with those by other applicants, you don't want to have the shortest essay. Make sure you give yourself enough writing time to **fill the 60 lines**.

Third, prepare an **analytical** essay rather than a persuasive one. Law school is supposed to teach you to be analytical--to see both sides of any controversy. Admissions committees are not interested in your ability to sway a jury. Those reading your essay certainly don't want to feel bamboozled by your rhetoric.

This means that you should consciously **state arguments for both sides** of whatever controversy you are given. After you have stated one side of the argument, think about what an opponent would argue in response. You are welcome to form an opinion and state a conclusion, but your analysis will be more appreciated than your conclusion.

If you are given a topic and asked to represent one party in a discussion, you can represent the position but still recognize opposing arguments. In this case, you can say something like "Some would argue that.... However,..." This will make your essay persuasive without ignoring the other side of the controversy.

Fourth, you should use **frequent transitional words** and **frequent paragraphs**. This should be a result of your following the Third general rule of being analytical. If you state both sides of the issue, you will be using words such as "however, but, yet, therefore, thus, whereas, notwithstanding" and similar words.

Frequent paragraphs reflect changes in your thoughts. They also are a welcome relief to the eyes of readers who are required to evaluate hundreds of essays from applicants. Nothing will hurt your chances more than 2-solid-pages-of-ink. Paragraphs make the essay easier to scan for structure. This probably means that you should plan on a **new paragraph after two sentences.**

Practice writing the sample Writing Sample essay **on the sheets provided**. This will give you a feel for the process of writing the essay and it will let you see what your essay would look like to an admissions official.

B. THE TOPICS.

The following topics have been provided on past LSAT Writing Samples. The test form number appears at the end of each topic summary. I have been unable to locate the Writing Sample for form 3ELS1.

Evaluate the quality of the media's election coverage. 3ELS2.

Should doctors and lawyers advertise without restriction? 3ELS4.

Should a three course science program be mandatory for all students at a particular college? 3FLS1.

Should the physical and mental health of judicial candidates be disclosed to the public? 3FLS3.

Should the government sell land found to be contaminated in order to build housing for moderate income senior citizens? 3FLS4.

Should the legal drinking age be raised from 18 to 21? 3FLS6.

Should news media restrict their coverage of terrorist incidents? 3FLS8.

Should all students at a particular college be required to purchase a single personal computer model for their course work. 3GLS1.

Should the campus store sell radar detection devices to student drivers? 3GLS3.

Should the Olympics be held at a permanent site? 3GLS5.

Discuss the responsibility of journalists in exposing government activities. 3GLS7.

On the most recent forms of the LSAT, a new format has been adopted. This format involves a selection between two candidates for a position. The most obvious difference is the longer reading passage introducing the topic.

You should expect to get one of the new Writing Sample formats. As you read the passage, outline the qualifications of each candidate. Use this outline to structure your writing.

It is more important to mention the range of qualifications that each candidate offers than it is to decide which candidate should be selected. Remember, the advice about an analytical essay still applies to this new format.

CHAPTER 8. HOW TO AVOID TEST BIAS

A. WHAT IS TEST BIAS?

I consider test bias to be **answering a test question in a certain way because of a person's background or identity.** Test bias may involve choosing a correct answer, disregarding a correct answer, choosing a wrong answer, or disregarding a wrong answer because of your background or identity.

Overall, it is clear that the LSAT has a lower score distribution for **women, members of minority groups, and test-takers from low-income backgrounds.** This does not mean that every question is biased against individuals with these characteristics, but it does mean that the **overall score of wealthy, white males will be the highest.**

I have published research concerning each type of test bias. For the interested reader, you may wish to consult:

"The Definition of Legal Competence: Will the Circle Be Unbroken?" 18 Santa Clara Law Review 641 (1978).

"Culturally Biased Testing and Predictive Invalidity: Putting them on the Record," 14 Harvard Civil Rights - Civil Liberties Law Review 89 (1979).

"The Law School Admission Test and the Continuing Minority Status of Women in Law Schools," 2 Harvard Women's Law Journal 103 (1979).

"Pride, Prejudice and Prediction: From **Brown** to **Bakke** and Beyond," 22 Howard Law Journal 375 (1979).

Towards a Diversified Legal Profession: An Inquiry into the Law School Admission Test, Grade Inflation, and Current Admissions Policies (1981).

The Effect of Coaching, Defective Questions, and Cultural Bias on the Validity of the Law School Admission Test (1984).

You should be able to find these in a local law library. If you cannot, you can order copies from **TESTING FOR THE PUBLIC**, 1308 Peralta, Berkeley, CA 94702.

My earlier writing concentrated on proving that test bias was a real problem. Various questions from sample and actual LSATs were reproduced to make the point--especially in the two books I have published on test bias.

This chapter has a different purpose. It will try to explain **how to avoid test bias and how to use the bias in the test to select correct answers.** Like the earlier chapters, no actual questions will be reproduced, but examples from the published LSAS materials will be noted and discussed.

If you are a member of one or more of the affected groups, you may raise your score above the level it would have been before reading this chapter. However, any test-taker should benefit from reading this chapter. You may be a member of another minority group--such as gay, or handicapped, or a member of an activist political minority.

This is because the LSAT is biased against **minorities** pure and simple. Since women are a minority of test-takers on the LSAT, the test is biased against them. This is a natural result of the test development process.

B. WHY THE LSAT IS BIASED.

The bias in the LSAT is a **natural and inevitable result** of the test development process. (See Chapter 2 on TEST DEVELOPMENT.) This means that the test-makers are not evil people plotting for the ultimate success of wealthy, white males. Even the most sincere effort by test-makers to develop a bias-free test would fail because of the test development process.

Once you understand how the test development process creates bias, you can use this knowledge to **beat the LSAT with its own bias.**

Recall the test development process focused on two goals:
1) the DIFFICULTY of the question,
2) the CONSISTENCY of results among pretest questions.
It is the pursuit of these two goals that inevitably results in test bias.

Consider what could happen if only the first goal of DIFFICULTY was pursued. It would be fairly easy to write questions that only a few test-takers got right. The question could be written in Spanish, for example. We might ask questions that involve a knowledge of cooking. We might ask questions that require a familiarity with farming. Each of these questions would be easy for a minority of test-takers, but could be impossible for the majority.

The test-makers would not complain simply because so few people got the questions correct. They would complain because the results had no CONSISTENCY among the results. Except for the Spanish-speaking farm girl, these three questions would be answered by different minorities in the test-taking group.

Instead, questions with **acceptable DIFFICULTY** are questions which are answered correctly by those **scoring best on the rest of the test.**

In a sense, then, the pretest is the place where questions with unacceptable difficulty are identified and eliminated. Only those questions which produce results that are consistent with the results of the entire pretest are retained for scored sections.

For example, if there were one question which rich test-takers got right, but poor test-takers got wrong, and a second question which the poor got right but the rich got wrong, only the first question would be kept. This is because a majority of the test-takers are from upper-income families. It is the **majority of test-takers** which determines the **consistency** of results.

As the following sections will explain, there is a variety of ways to create this biased result. However, the result itself is a natural and inevitable consequence of the test development process. If someone were to insert a question which poor people were supposed to find easy, but rich people find hard, the pretest would identify this as a question to be discarded. The only chance poor people have is learning how to **avoid test bias and to use test bias to raise your score.**

A significant aspect of test bias may be the **emotional distraction** caused by biased questions. I have had lawyers and law professors tell me about questions they still remember from their LSAT--over a decade before. I consider these recollections to be based on emotional reactions which these test-takers had during the test. The emotional reactions may have lowered their scores on questions that no one would claim were culturally biased.

I don't want to be pessimistic about test bias. It is just something that you should confront **now**--not when you are taking the LSAT.

C. HOW TO AVOID TEST BIAS.

The following sections will discuss the specific types of bias likely to be encountered on each LSAT section. You can learn how to avoid these particular types of bias.

In general, the test development process results in biased questions that appear **at the very beginning and the very end** of each section. This is where the **very easy and very hard** questions are placed on scored sections. The **difficulty** is simply a reflection of the **number of people** who answered the question correctly on the pretest.

However, you now know that questions are retained only if they produce **consistent** results. This means that you know the **identity of the people** who get easy questions wrong, or get hard questions right. In stereotyped simplicity, low-income females from minority groups get the easiest questions wrong and high-income males who are white get the hardest questions right. This is not speculation on my part, it is a deduction from the specifications for the test development process and the overall test scores on the LSAT.

You can use this information on the **first five** questions in a section and the **last five** questions on the section. On the early questions, you are asking yourself: "Who would get this question wrong?" On the last questions, you are asking yourself: "Who would get this question right?" You already have a stereotype for each group. Your task is to translate that stereotype into a thought process on the question. (Remember, everyone is **trying** to get the correct answer.)

On the **first five questions**, only a **few** people are getting the question **wrong**, and they are typically low-income, female, and from a minority group. One common way in which these groups miss an early question is **discarding the correct answer**. They may do this because the answer conflicts with their own background or assumptions.

For example, the first question in one Logical Reasoning section had "ALL GOOD PARENTS BUY ENCYCLOPEDIAS" as the correct answer. We know who got this question wrong. I would guess that low-income test takers discarded the correct answer because it did not conform with their background. These test-takers think they had good parents and know they didn't have an encyclopedia. If you encounter such a question, ask yourself who got this question wrong on the pretest. Don't discard an answer that would be selected by wealthy, white males.

On the **last five questions**, you are trying to pick the answer that only a **few** test-takers would **pick**. You already know who those test-takers are--the wealthy, white males in the pretest. If lots of people got the question right, or a different minority got the question right, the question would not be appearing at the end of a section. On these questions, you want to put yourself in the mind of your stereotypical wealthy, white male.

Consider, for example, Sample LSAT #3 section 4 26. The initional statement began with the name "KIERKEGAARD". Each option has a **name** included in it: "A) SUSAN B. ANTHONY; B) HEGEL; C) GEORGE ELIOT; D) T.S. ELIOT; E) JAMES BALDWIN." Once you notice the names in the question, you should **ignore the logic of the statements**. Remember, most of the people who **thought about** the question got it **wrong**. You would do **better guessing blindly**!

If you want to **use bias to raise your score**, you can use your stereotype to pick the correct answer--without considering the logic of the statements. First, you can recognize that James Baldwin is black. If blacks were attracted to this answer, it would not be last on the section if James Baldwin was mentioned in the correct answer. Therefore, you can discard it. Similarly, Susan B. Anthony and George Eliot are both women (George Eliot was the pen-name of an English author seeking to avoid the prejudice against female authors. Both Eliot and Anthony are favorite people on the LSAT.) If women were attracted to these options, the question wouldn't be last on the section if either woman were mentioned in the correct answer.

After you have discarded the black and female names, you can eliminate Hegel as well. Since Kierkegaard and Hegel are both philosophers, this option is **too attractive** to many test-takers to make it the correct answer to the hardest question. Therefore, you can discard this answer as well.

You are left with T.S. Eliot--an easy person for wealthy white males to identify with--and the person mentioned in the correct answer. You can select the same answer that wealthy, white males did on the pretest by stereotyping the answers and discarding the inappropriate stereotypes.

You can follow this process on the **last five questions**
will usually not have proper
names; you will usually encounter **controversial topics**. Pick the answer that sounds like something a wealthy, white male who is politically conservative would say spontaneously.

The main point. is
that **test bias does NOT affect EVERY question**. The overall gap in the average scores between blacks and whites, for example, could be accounted for by 1 out of 8 questions on the test.

Try to identify questions with likely bias and to avoid that bias. Don't approach every question as biased--most are not.

1. THE LOGICAL REASONING SECTION.

This section contains 26 questions about a variety of political and ethical issues. Most are current controversies. I consider this section to contain the most obvious bias. It is also the section which is **easiest to beat using bias.** This is beause each answer involves the selection of an argument involved in a controversial subject. If you can identify the appropriate and inappropriate opinions, you are a long way toward raising your score.

Review the list of **appropriate opinions** in the beginning of Chapter 6 on LOGICAL REASONING. You can imagine additions to this list by reviewing some of the controversies that are current today. As you encounter questions in this section, you will have to identify the appropriate opinions. Don't look for places where off-beat opinions are rewarded--they aren't. If your answers are too cynical or radical, your score will reflecct this.

a. Questions with the words "IF TRUE"

This question-type is the the most common on the Logical Reasoning section. It is also the most likely to involve test bias. You **must** use the **3-step process** described in Chapter 6 LOGICAL REASONING. Steps 1 and 2 are essential to avoiding bias.

Step 1 requires you to **assume that all options are TRUE.** Very often the correct answer will be one that test-takers from the wrong backgrounds will immediately discard because it does not seem realistic, given their background. This may involve student discipline in school (did you go to a private prep school?) or a recent solution to the nuclear waste disposal problem (could you force yourself to believe it had been solved--just for the LSAT?).

This danger will be greatest **early in the section.** This is because only a few test-takers got these questions wrong on the pretest (you know which ones) and they may have gotten them wrong by discarding the correct answer and choosing among four not-very-logical options.

Step 2 requires you to **decide which options strengthen and which options weaken** the original statement. Rarely will all five options point in the desired direction. Usually at least one will go in the opposite direction, or be irrelevant to the original statement. After you have completed step 2, you should be left with only a few options.

If you don't follow step 2, you are likely to pick an answer that **goes in the wrong direction**. Most questions with the words "IF TRUE" in them ask for answers that "WEAKEN" the original statement. This means that you are constantly being asked to refute the original statement. If you agree with the original statement, you may pick an answer that strengthens it--and you will be wrong. On the other hand, there may be a statement that you disagree with--and you will be asked to "STRENGTHEN" it!

I believe that questions with the words "IF TRUE" in them are so popular because they operate in the way I have described--they create bias easily. As you encounter each "IF TRUE" question, ask yourself how deeply you care about the controversy in the question. Then ask yourself if you agree with the stereotypical wealthy, white male who is politically conservative.

2. THE READING COMPREHENSION SECTION.

This section is likely to create bias by the choice of topics in the passages. Since the questions are arranged in sets following each passage, you will not be able to isolate the five easiest and five hardest questions. However, you will be able to identify the easiest and hardest question sets.

a. Passages Involving Mention of Specific Groups.

Each LSAT section of Reading Comprehension has at least one passage related to a minority group. Usually this group will be blacks. You can review the list of topics in Chapter 5 READING COMPREHENSION to see how often various groups have been mentioned in passages. You should try to gauge your reactions if some of the passages appeared on your form of the LSAT. For example, how would you have reacted, if you are black, to the passage about "BLACK SPIRITUAL MUSIC"? How would you have reacted to the passage about the "SOCIAL STRUCTURE OF SOUTHERN PLANTATIONS"?

You will also notice that several topics involved women. Some topics combine the two concerns, such as the passage about "NATIVE AMERICAN WOMEN." Finally, some involve topics that are related to class structure, such as the passages about the "REASONS FOR THE FAILURE OF SOCIALISM IN THE U.S." and "LABOR-MANAGEMENT RELATIONS IN INDUSTRIALIZED ENGLAND AND THE U.S." You should envision your reaction to these types of passages before you encounter them on an actual test.

Just because a passage involves your particular group does not mean that your group will do well on the questions! The pattern of answers must be the same on all sections and question-types. You must make a particular effort to imagine how wealthy, white males would react to the topic of the passage.

One danger is that you will **discard correct answers** because they do not fit your experience. This is a particular danger when the passage **seems to be trying to describe your experience**. This might occur in an "IF TRUE" question, or others involving inferences or assumptions in the passage. Be careful not to set yourself up as a self-proclaimed expert on the topic--particularly if it is supposed to be about your group.

b. Questions that ask about the "ATTITUDE OF THE AUTHOR" or the "TONE OF THE PASSAGE".

These questions appear almost exclusively after passages mentioning specific groups. The danger in these questions is that you will **select your own attitudes** rather than the **author's** in answering the question. Or you might state your opinion of the tone of the passage when you should be picking the answer that will be given by wealthy, white males.

You could consider these questions to be little opinion gauges. You will find that you will be selecting wrong answers that are **right next to** the correct answer. For example, if the correct answer is "B", you will be selecting "A" and "C" because these are attractive to you, but turn out to be just a little off the **appropriate opinion**.

c. Questions that ask for the "PRIMARY PURPOSE" of the passage.

These questions should have a **simple word** in the front of the correct answer. When these questions follow passages that are controversial for you, there is the danger that you will pick a word that is **too complex**. For example, if you consider a passage to be contrary to your opinions on a subject, you might pick an answer that begins "DISCREDIT" because you consider the author to be bad-mouthing your side of the controversy.

You can avoid this danger by avoiding answers that seem too cynical or extreme. This may be hard when you are trying to pretend that you are a wealthy, white male when you are not one. You may imagine that those individuals have it in for people like yourself. If so, you may characterize the passage as one which actively assaults your opinions and beliefs. Be careful, the test-makers and wealthy, white males probably have a much **simpler** way of explaining the "PRIMARY PURPOSE OF THE PASSAGE."

d. The Sex of the Author or Characters may be distracting.

Sometimes the author of a reading passage will be female. In general, this should not be very shocking. However, the topic of the passage may not lead you to assume that the author is a woman. In addition, you may not be told this until one of the **questions** reveals the author's sex--by then it may be a **belated surprise** (or worse yet, confusing).

This does not necessarily mean that the author is really a woman. The test-makers are very fond of giving unlikely characters a female identity. Throughout the test you may encounter a police officer, doctor, or pilot who is female. This may make the test-makers feel good because they have mentioned a woman, but it may distract or confuse you--especially if you are a woman.

Just as the author need not be a woman to be identified as female, the opinions favored in the answers are not necessarily those typical of those held by women. For example, the passage in form 3ELS2 about "WOMEN IN THE EUROPEAN LABOR MARKET" may be unusually difficult for many women, because it involves awkward economic jargon and it requires opinions that may be contrary to those of many women.

3. THE SECTION WITH FACTS, A DISPUTE, RULES & QUESTIONS.

This section involves a variety of settings. Some of the settings may involve potential bias. In addition, some of the answers may not be obvious to members of certain groups.

The settings may involve topics that are unfamiliar to certain groups--just like the Reading Comprehension passages. There are too many settings to list in this book, but you will have to go through the same process of envisioning your reactions before the test.

a. The Sex of the Characters may be distracting.

When a character in the Facts is given an unexpected identity--such as a female police officer or a male secretary, this can confuse all test-takers, particularly if the sex is given in a Question, rather than in the original Facts. Don't waste time pausing to chuckle over the attempt at sexual equality.

Don't assume that the answer is somehow affected by the sex of the character--such as the right to use deadly force for a female police officer, for example. The sexual identification is supposed to have **nothing to do** with the situation (that's part of the test-makers' view of the world).

b. Irrelevant Facts may not seem irelevant to you.

Once you begin categorizing the statements, there is the danger that you will consider Irrelevant Facts to be relevant. I have found several instances in which **Labor-Management** situations were followed by statements that required you to consider the **opinions of workers** to be Irrelevant. Similarly, the appropriateness of **management's actions** will be Irrelevant.

If you tend to identify with labor in Labor-Management situations, you must be very careful to view the situation from the vantage point of a wealthy, white male (who is likely to identify with management).

Once one of these categorizations appears in a set, there is likely to be another, similar categorization. For example, if the actions of management affecting a worker are irrelevant in one statement, they are irrelevant in the next statement. Don't just assume that because they were irrelevant the first time that they must be relevant the second time--they are irrelevant **both times**.

Since statements are grouped after each set of Facts, like the Reading Passage questions, the early sets of questions are more likely to be the easiest--because there are 7 sets of questions. I have found that the bias against Labor often occurs **in early question sets**. This is predictable, since only a few people are supposed to get these questions wrong, and these people should have low incomes. What better way to accomplish this than to ask about a Labor-Management dispute in which the workers' opinions are either wrong or irrelevant.

I have also noticed that **biased questions often contradict the Tricks**. This means that you cannot avoid the bias by sticking to the Tricks. Usually this means that a statement that should be an A/C question if the Tricks were applied will actually turn out to be "D" Irrelevant.

It is also possible that a question would be categorized B/D by the Tricks, but that the correct answer is "D" when a test-taker from a working-class background would think that "B", Need More Information, is correct.

4. THE WRITING SAMPLE.

Review the list of topics in past Writing Samples. You will see that the topics are usually mildly controversial. The test-makers try to avoid really hot topics, but also try to make them interesting enough to get you to write a 2-page essay.

The danger is that you will find the topic too interesting or controversial. If this is so, you may display **too much emotion** in your essay. This may identify you to admissions committees as likely to cause trouble as a law student. Since the **Writing Sample** will probably be used to **reject** applicants, rather than to accept otherwise unacceptable applicants, you will be hurting your chances for admission if you express too much emotion.

The other danger involves taking one side in the controversy. The ideal essay is an analytical one--pointing out both sides of the controversy and giving reasonable arguments for both sides. If you decide that one side of the controversy is right and try to prove it with a persuasive essay, you may hurt your admission opportunities. There is some danger that the admissions official reading your essay will agree with the other side of the controversy. But there is a more general problem--law school is supposed to teach you to be analytical (to see both sides of any controversy).

It is only natural that the Writing Sample will be used to evaluate applicants in the way law school essays are used to grade students. The LSAT is not the place to state your position on a controversial subject--wait until you are a law student.

D. HERE ARE SOME EXAMPLES OF POTENTIALLY BIASED QUESTIONS FROM OFFICIAL PUBLISHED MATERIALS.

Designations Used:

Preparation Material. Questions with explanations in booklet included with LSAT registration packet.

Sample Test. Short sample test included in booklet containing **Preparation Material.**

June '82. Full-length LSAT given in June 1982. This form of the LSAT was published in **The Law Package.** It is also the first form of the "new" LSAT scored on the 10-48 scale.

Sample LSAT #1, #2, #3. These are published in **The Official LSAT Sample Test Book.** There are four scored sections from a single LSAT form in each Sample LSAT, plus two scored sections from other LSAT forms which are designated as "Pretest Sections" in the Book, in order to give you the opportunity to practice with a 6-section LSAT similar to the one you will actually take.

Blacks.

Sample Test	I	16, 18, 19, 20
	IV	3
June '82	sec. 3	16-21
Sample LSAT #1	sec. 1	7, 23-4
	sec. 3	7-14
	sec. 6	1-7
Sample LSAT #3	sec. 2	1-7
	sec. 4	26
	sec. 6	9-15

Sex.

Preparation Material	IV	3-4
Sample Test	II	14-18
	III	1-5, 6-9, 10-13, 14-18, 19-23
	IV	1
June '82	sec. 1	12-15
	sec. 2	13, 25
	sec. 3	1-7
	sec. 4	18-24
Sample LSAT #1	sec. 1	3, 7, 18
	sec. 2	5-10
	sec. 5	6-10
Sample LSAT #2	sec. 1	18-21, 22-27, 28-32
	sec. 2	11, 22
	sec. 3	1-4, 12-15
	sec. 4	9-14
	sec. 5	4
	sec. 6	1-6

Sample LSAT #3 sec. 1 22
sec. 4 13, 26
sec. 5 28-32
sec. 6 1-8

Class, Income.
Sample Test IV 2, 24
June '82 sec. 2 3, 6
sec. 3 25
Sample LSAT #1 sec. 1 13, 16, 21
sec. 3 1-6, 22-28
sec. 6 8-13, 18-21
Sample LSAT #2 sec. 1 7-12
sec. 2 8, 13-14, 25
sec. 3 5-11
sec. 5 13, 16, 26
Sample LSAT #3 sec. 1 8, 22
sec. 4 15
sec. 6 21-28

Political.
Preparation Material I 2, 4
Sample Test I 14
IV 9, 10-12
June '82 sec. 2 7, 11, 18, 19
sec. 3 23
Sample LSAT #1 sec. 1 13, 16, 21
sec. 3 1-6, 22-28
sec. 6 8-13, 14-21
Sample LSAT #2 sec. 1 18-21
sec. 2 2, 5-6, 11, 16, 18
sec. 4 1-8, 15-22
sec. 5 8, 15, 18, 25, 26
Sample LSAT #3 sec. 1 4, 6, 9, 13-14, 16, 20
sec. 4 6-8, 19-20, 22
sec. 6 16-20

Rural.
June '82 sec. 2 1
Sample LSAT #1 sec. 1 1, 6
sec. 3 1-6
Sample LSAT #2 sec. 2 20
Sample LSAT #3 sec. 4 17
sec. 5 33-37

Handicapped.
June '82 sec. 2 14
Sample LSAT #3 sec. 1 8

Psychologists.
Sample Test I 2
Sample LSAT #1 sec. 1 4
Sample LSAT #2 sec. 2 4
Sample LSAT #3 sec. 4 23

Very Difficult Questions.
Preparation Material IV 3
Sample Test IV 26

See Chapter on READING COMPREHENSION.
Sample Test IV 5, 6, 19
June '82 sec. 3 1-7

E. COMMENTARY ON POTENTIALLY BIASED QUESTIONS IN OFFICIAL PUBLISHED MATERIALS.

Sample Test I 15-20. This passage was inserted because it involves a minority group--blacks. However, this does not mean that you should approach the questions from the point of view of "BLACK FUND RAISERS." Since this is the second-last passage on the section, you should view the passage from the perspective of **foundation officials**. This is the perspective that wealthy, white males are likely to adopt--compared to the viewpoint of Black fund raisers.

If you choose the correct perspective, you will be able to pick the correct answers by selecting statements that foundation officials are likely to make spontaneously. If you adopt a different perspective, you will be selecting incorrect answers.

Just to make the point, imagine a foundation official writing the following memo concerning the passage:

> Congress wrote the 4 percent excise tax into TRA 1976 despite Black fund raisers' opposition to it because Congress did not share the Black fund raisers' views regarding the proper use of excise tax revenues. The argument that the payout rate set by TRA 1976 will be detrimental to Blacks makes the assumption that small foundations will not, on their own initiative, give significantly more money than they are required to. It is true that the savings that small foundations receive from TRA 1976 will not automatically benefit Black fund-raising organizations. However, I would most likely be supportive toward Black fund raisers who prod foundations to increase grant payouts.

This internally consistent memo simply incorporates questions #16, 18, 19, and 20, along with the credited answers.

If you view the passage from the perspective of a **Black fund raiser**, you may be inclined to write the following memo:

> Congress wrote the 4 percent excise tax into TRA 1976 despite Black fund raisers' opposition to it because Congress compromised between the viewpoints of the IRS and the Black fund raisers. The payout rate set by TRA 1976 will be detrimental to Blacks, since it can be assumed that White fund raisers will be virtually unaffected by the new payout rate. As you know, grants from large foundations have been made available to Black fund-raising organizations in recent years primarily as a result of congressional action. If Black fund raisers prod foundations to increase grant payouts they will most likely receive ambivalent support from the authors of TRA 1976.

Such an internally consistent memo would have included the **wrong answers** to the very same questions #16, 18, 19, and 20.

Sample Test IV 3. This question appears early in the section, only a **few** people get this question **wrong** (you know who they are).

There is a danger that some black test-takers may react emotionally to the characterization of "THE MARBLE HEAD OF A YOUNG BLACK MAN" with an "ABSENCE OF INTENSE EMOTIONAL EXPRESSION," "WIDE-OPEN EYES" and "ASSYMMETRICAL FACIAL FEATURES." At the very least, there may be a pause to ask why the statue is identified as portraying a young black man.

Questions in the first part of the section which evoke emotional reactions may have several consequences. Those reacting emotionally may pick the **wrong answer** to the question. Since this is a relatively easy question, not all who react emotionally will get the question wrong. However, their concentration may be broken so that they

1) miss questions immediately following the question,
2) skip the next question after gazing at the ceiling for a few seconds,
3) skip an answer number on the answer sheet because of the distraction,
4) waste some time reacting so that the very last questions on the section are never reached before time runs out.

You must gauge your own reactions to this and other questions with similar emotional content for you. Imagine how you will react to such a question on your LSAT and how you will avoid the 4 possible errors listed above.

June '82 sec. 3 16-21. Here, again, the second-last passage involves Blacks.

Question #16 can be reliably answered with the Tricks. Since it is a "PRIMARY" question, you can Eliminate "A". Since the first word must be **Simple**, you can eliminate "CRITICIZE", "APPRAISE", and "COMPARE".

Question #17 is an "AUTHOR'S ATTITUDE" question. If you are Black, did you think that the author expressed "IMPLIED APPROVAL" toward the Black writers? Notice how "STUDIED INDIFFERENCE" could be attractive to readers who consider the passage to be too lukewarm to be characterized as "IMPLIED APPROVAL". If you picked this answer, you are not giving the test-makers enough credit for being racially sensitive, and you are not reading the passage the way a wealthy, white male would.

Question #19 asks what the White writers "SHARED" with the **Black intelligentsia.** This is a common characterization on the LSAT. Notice that **Sample Test I** 15 also stated that Black and White fund raisers **shared** opposition to TRA 1976. This may be difficult to embrace, if you consider the differences between Blacks' and Whites' perspectives to be more significant than their **shared** viewpoints.

You must put yourself into the framework of the test-writers, who consider race to be an unimportant distinction between people or viewpoints. This is one of the **appropriate opinions** which the LSAT endorses. You will not find a question on the LSAT that asks how Blacks and Whites differ.

Sample LSAT #1 sec. 3 7-14. This passage about "BLACK SPIRITUAL MUSIC" may distracting to readers who sing "Negro spirituals on Sunday mornings. It is best to **avoid drawing on your own experiences** when you read a passage that is supposed to be about your experiences. The correct answers must be clear to wealthy white males in any case.

Notice that option "B" in question #9 is incorrect because it conflicts with the world view of the LSAT--**race is irrelevant.**

I would guess that black test-takers who sing Negro spirituals might be tempted to discard the correct answer to question #18. This points up the necessity of folowing the 3-step-process for questions with the words "IF TRUE" in them. Once you force yourself to assume that all options are TRUE, the correct answer is easier to spot.

Sample LSAT #1 sec. 6 6. This question may be biased against those who believe that racial conflict is debilitating. Once you adopt the view that the conflict is useful, you can pick the correct answer. **Remember, the LSAT does not dwell on racial conflict or hostility.** Its world view is one in which race is irrelevant to situations and racial conflict is just another example of the healthy competition promoted by free economies.

Sample LSAT #1 sec. 6 7. This question begins with a typical non-symmetrical comparison between "BLACK AMERICANS AND SOME WHITE AMERICANS." You will not find a statement on the LSAT that puts "SOME" before both groups. More generally, you won't find a statement which blames "ALL WHITES" for any racial disagreements or conflicts. Don't be distracted by such non-symmetrical statements, you will just be wasting your time and risking confusion.

Sample Test II 14-18. These questions gives no sex identity to the players. The questions include "HE OR SHE" repeatedly. This may be politically correct grammar, but it is confusing on the LSAT--particularly Question #14 which repeats the phrase twice. **Cross out "HE" or "SHE"** as you read. If you are a woman, you may be more comfortable reading "SHE", so cross out "HE". Don't sacrifice clarity for politically correct grammar!

Sample LSAT #1 sec. 1 23. This question reveals that the aauthor of the preceding illogical statement is female! Don't be distracted by the unexpected set of authors. This may make the test-makers feel good by mixing up sexual identifications, but they are irrelevant to the question. They should also be irrelevant as you encouter them.

Sample LSAT #1 sec. 1 3. As you read question #23, did you think back to question #3 with the man doing housework? This is another example of unexpected sexual identities among the characters on the section. It seems that some test-maker was having fun writing this section. Don't let these irrelevant identities result in a joke that is on you!

Sample Test III 1-5, 6-9, 10-13, 14-18, 19-23. Each set of questions in this section involves a female character. Yet each woman is acting in a way that is less than heroic. Anne is trying to build condominiums on the waterfront; Margaret is an attorney trying to protect a perjured client with the attorney-client privilege; Carol is forcing a strange man into a lightning storm by brandishing a gun; Natalie is flaking out on a film contract because she didn't get the "final cut"; and Ms. Coddington is libeled, but as she is running for public office.

If you are a woman, you may be worn down by this repeated representation of women as callous developers, callous residents, crooked lawyers, whimsical stars, and shady politicians. A greater danger is simply that you will choose the **woman's perspective** in answering the questions. This is wrong. While you may have little difficulty in adopting the view of conservationists on the waterfront, you may have to force yourself to adopt the perspective of the film studio and newspaper publisher. It is a good bet that wealthy, white males already have that perspective--especially when it is a flaky film star or woman from "a heavily urban district" who is on the other side of the Dispute.

Sample Test IV 1. This question is first in the section (you alrady know who gets it wrong). What stereotype do you envision as you read the passage? Are Irma and Maude wealthy? white?

There may be some confusion with the words "SHE HAS ASSUMED" since it is unclear whether "SHE" refers to Irma or Maude. It is also unclear why Irma knows what she knows. Does the doorbell have a light that flashes when it rings? There are such doorbells, but they cost extra. Do people bang on the door when they discover that the doorbell is not functioning properly?

The danger in this question is that you will **choose the wrong answer** because you are poor, or female.

June '82 sec. 1 12-15. This is a Love Boat scene. Don't get too caught up in the relationships, beyond what is necessary to sketch them. Don't ask why H cannot be the only unmarried woman on the trip. Don't ask why S and V can't go on the same trip.

June '82 sec. 2 13. Somehow I think this question is easier to answer if you are male. You will be more likely to adopt the value that boys "PARTICULARLY DEPENDENT ON THEIR MOTHERS" need something to shake them out of their dependency. If you are female, you might find "D" too attractive.

June '82 sec. 2 25. The second-last question involves a typically female activity--needlework samplers. But the people who got this right were wealthy, white males. It is their view that "CLASSICISM...HAS A MAJOR INFLUENCE ON THE DOMESTIC ARTS" which determines the correct answer.

Woman might be attracted to "D", but if women were choosing the correct answer, it wouldn't be question #25, so avoid this selection.

June '82 sec. 3 1-7. Here, again, the first passage involves child care grants for women. We already know that the people who get early questions wrong are likely to be low-income females from minority backgrounds. So **don't** adopt their viewpoint--if you fall into this group, you must **consciously change your viewpoint** for these questions.

Question #4 raises the "Equal pay for work of comparable value" controversy. You are asked which **problem** will "MOST LIKELY" be raised by this idea. If you are a woman, and support the idea, you are asked to refute your own beliefs.

I have already discussed Question #7 in Chapter 5 on READING COMPREHENSION. I would guess that women who depend on child-care grants will answer this question incorrectly.

June '82 sec. 4 18-24. This question set follows a passage involving a female police officer--and an incompetent one, at that. Don't let the sex identification confuse or distract you. Moreover, don't get caught up in the power plays between suspect and female cop. Remember, it is part of the test-makers' world view that **sex is unimportant** in the performance of jobs.

Sample LSAT #2 sec. 5 4. This question asks for "THE PROBLEM WITH EXPANDING WORK OPPORTUNITIES FOR WOMEN." This may be distracting for women taking the LSAT, who expect to get a job after law school or who may already be working. You already know that women are more likely than men to get this early question worng.

Make sure that you pick an answer that would occur naturally to a man. Don't let your cynicism lead you to say statement II is TRUE--even if it is in 4 options! Don't let your knowledge that low-income women with lots of children are often forced to work to feed them. Stick to the "logic" of the question!

Sample Test IV 3. This early question involves income distribution. The people who got this wrong had low incomes. I would guess they chose "C". The statement, and correct answer, would fit perfectly into the screenplay of a union negotiation, with this speech made by a **management** attorney.

Sample Test IV 24-25. These questions appear at the end of the same section. The topic is a comfortable one for those who are supposed to get this right--wealthy, white males. If **Target** magazine, with its luxury advertising, is not likely to be on your reading list you must change your viewpoint. The "NEWSSTAND PRICE" may be important when you buy a magazine, but will be irrelevant to gauging the market for a luxury advertiser. If anything, a high price would be more attractive to luxury advertisers.

June '82 sec. 2 3. This is another early question that raises class-related issues (who lives on the chemical dump-sites you are familiar with?).

If you lived on a dump-site and started getting medical problems, your first reaction would be to learn whether the children in the area have also developed the same health problems, what effects have been claimed by people living near other chemical dumps, and what the long-range effects of these health problems will be. If you pick any one of these things on the LSAT, you will be wrong.

If you are a **lawyer for a chemical company**, you will want to know to what degree adults not living near a chemical waste dump develop similar health problems. If you picked this answer on the LSAT, you would be right.

Sample LSAT 82 sec. 2 5. If you are a critic of oil spills, don't be offended by the analogy between "MONKEYS AND CRITICS OF OIL SPILLS." **Remember**, the analogy is being made by a spokessperson for the oil companies.

Sample LSAT 81 sec. 1 22. When you see a question toward the end of the section which mentions "CLASS WARFARE", you should know which side to take! Even if you believe that low income people also criticize television, go along with the elitist assumption that low income people love terrible television programs--that is the stereotype promoted by this question and held by the wealthy people who got this question correct.

Sample LSAT 81 sec. 1 19. If you consider yourself poor, don't assume that you are an expert on the causes of poverty. Stick to the logic of the passage and view it from the persspective of the wealthy who consider simple poverty to be relatively harmless

Sample LSAT #1 sec. 1 28. If you went to a community college and have a high regard for the part-time teachers who taught you, beware of this question. Simply recognize that wealthy students are unlikely to attend a community college and are likely to have a low opinion of "NEW IDEAS" emanating from part-time faculty members.

Sample LSAT #2 sec. 5 13. If you went to a high school where fighting was a routine occurance, you may have found this question to be confusing. Remember, you should imagine a private school attended by wealthy students as you read this question. Once you stereotype the school, the answer quickly fits the stereotype.

If you discarded the correct answer to this question because it was **FALSE**, based on your experiences, you should remind yourself of the necessity of following the 3-step-process for all questions with the words "IF TRUE" in them--particularly if you sense the danger of cultural bias.

June '82 sec. 2 6. You should adopt the viewpoint of the **publisher** in this question. The "WELL-WRITTEN" phrase was inserted into the letter to make rejected authors feel good--but it didn't really mean anything in an individual author's case!

If you adopt the viewpoint of the disappointed author, you may point to "WELL-WRITTEN" to bolster your spirits, but you are wrong to make anything of it on the LSAT.

June '82 sec. 3 25. This is yet another question which requires the viewpoint of a **publisher**. Notice the correct answer includes the phrase "LABOR-INTENSIVE"--a phrase no working person uses about the workplace. This is a phrase for **managers**.

On the other hand "JOB SECURITY" is a classic labor union concern. The **last set of questions** on the section is no place to be asserting union perspectives.

Preparation Material I 2, 4. These questions involve speculation about **social systems**. They may involve **political bias** against those who are fed up with the current social structure. Such social activists are not favorites among those who profit from **current social arrangements**--wealthy, white males. It is wrong to assume that social activists will be selecting the correct answer by stating their own views.

Sample Test I 14. The correct answer is classic **Good Government**--phrased as any self-appointed protector of "THE BEST INTEREST OF SOCIETY" would state the issue. You should look for such answers on political questions.

Sample Test IV 9. If you are too cynical, you may pick "D". This would be unwise, since it does not present the **Good Government** view supported on the LSAT.

Sample Test IV 10-12. Question #10 dumps on believers in UFOs. This is consistent with the appropriate opinions listed in Chapter 6 LOGICAL REASONING.

It is possible that test-takers from low-income backgrounds may imagine a context for statement "D" and envision the speaker to be attacking a proponent of the view that "POVERTY AND DISCRIMINATION ARE SOCIAL PROBLEMS." This would be unwise. Instead, just accept the fact that this statement could be made by a wealthy, white male, without a lively debate to stimulate the claim.

Question #12 asks for "CIRCULAR REASONING." It is possible that those who doubt the efficacy of the police in reducing lawlessness would consider "B" to contain circular reasoning. However, you must recall that the **appropriate opinion** is that police are good and effective.

June '82 sec. 2 7. This question is simple once you recognize that the statement, and four of the five options, could all be made by a representative of the petroleum products industry. All you have to do is identify the question that does not fit the industry PR line.

There is a danger that critics of the industries mentioned in the options will consider the statements to be FALSE. This is wrong, since you must assume that all are TRUE. Don't insert your own opinion about plastic automobile parts into the question.

June '82 sec. 2 17-19. These questions must be viewed from the perspective of the **credit bureau**, not the individual.

Question #18 juxtaposes the "INDIVIDUAL CONSUMERS" who suffer harm with "CONSUMERS IN GENERAL" who benefit. This is an easy dichotomy for credit bureaus to make, but difficult for consumers, who consider consumers in general to be made up of individual consumers.

Question #19 purports to take the perspective of the "PERSON WHO BELIEVES THAT CREDIT BUREAUS FREQUENTLY INVADE CONSUMERS' RIGHT TO PRIVACY," but the answer does not seem likely to come from such a person's perspective. I would guess that a genuine consumer advocate would pick "B"--at least if the question were anywhere but the LSAT.

June '82 sec. 3 23. Even if you don't believe that increased government control of electronics communications would safeguard individual privacy, try to imagine how a **Good Government** advocate would feel--especially if the advocate hasn't been the victim of a phone tap.

June '82 sec. 2 1. What a surprise! The **first question** deals with rural schools. Who is going to get this question wrong? I would guess that test-takers from rural schools might pick "E".

June '82 sec. 2 14. Here is a question that asks why pushing for public transportation access for the handicapped actually discriminates against "ALL BUT THE MOST ATHLETIC OF THE HANDICAPPED." This may be difficult for a handicapped person in an electric wheelchair to comprehend--especially if the person got to the LSAT test center on public transportation.

It is much easier to imagine this statement coming from someone complaining about higher taxes--especially if their high income puts them in a high tax bracket, and out of the public transportation market.

Sample Test I 2. This question conforms to the **appropriate opinion** that psychologists are not to be trusted.

Preparation Material IV 3. This is a **difficult question,** according to the explanation following the question. However, you can use this information to pick the correct answer. Option "C" has "DIFFERENT" and "DIFFERENT". This parallelism is **too attractive** to be the correct answer to a very difficult question. Similarly, "D" is too straightforward a statement, which could be heard in any streetcorner discussion about propriety, morality, and the like. Option "E" has "INDISTINGUISHABLE" after two "big words." But such words **must be** distinguishable. Option "A" doesn't sound reasonable, standing by itself. So wealthy, white males are unlikely to pick it. This leaves you with the correct answer, **without reading the passage!**

Sample Test IV 26. This is the **last question** in the section. It means that you will **do better by guessing randomly.** The great majority of people who logically tried to select the correct answer chose the wrong answer. This is probably because people were confused by the various conditions at the beginning of the question.

If you know that most people who thought about the question were **wrong,** your best bet is to **avoid thinking** about the question.

Instead, read the options and select one which would seem logical, **in and of itself,** to a wealthy, white male. The correct answer, "D", may be a little far-fetched, but it is by far the most reasonable stereotype among the five. It is **very unlikely** that an **improbable** stereotype or statement will be the **correct answer**--when the improbability is viewed from the perspective of a wealthy, white male.